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JUNE, 1939

Number 5

BULLETIN

State Teachers College

MEMPHIS



REGISTER 1938-39

ANNOUNCEMENT 1939-40

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STATE BOARD OF EDUCATION

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State Teachers College

MEMPHIS

A State School
for the Training of Teachers



Member of the American Association of Teachers Colleges

Member of the Southern Association of Colleges and of Secondary
Schools

The Twenty-eighth Session Will Open

MONDAY, SEPTEMBER 18, 1939

COLLEGE CALENDAR, 1939-40

Fall Quarter, 1939-40

September 6, 1939—Training School Opens.

September 18 & 19, 9:00 A.M. and 1:00 P.M.—Freshmen Conferences

September 20—Registration of Freshmen.

September 21—Registration of Upper Classmen.

September 22—Classes Meet as Scheduled.

November 30-December 4—Thanksgiving Holiday.

December 16—Fall Quarter Ends.

December 17-January 1—Christmas Holidays.

Winter Quarter, 1939-40

January 2—Winter Quarter Begins—Registration.

January 3—Classes Meet as Scheduled.

March 16—Winter Quarter Ends.

Spring Quarter, 1939-40

March 18—Spring Quarter Begins—Registration.

March 19—Classes Meet as Scheduled.

April 25—Registration, Second Term, Spring Quarter.

June 3—Spring Quarter Closes—Commencement.

Summer Quarter, 1940

June 5—Summer Quarter Begins—Registration.

June 6—Classes Meet as Scheduled.

June 11-12—Superintendents' Conference.

July 17—Registration—Second Term, Summer Quarter.

August 20—Summer Quarter Ends.

STATE BOARD OF EDUCATION

GOVERNOR PRENTICE COOPER.....	Nashville
COMMISSIONER B. O. DUGGAN, Chairman.....	Nashville
HON. W. R. LANDRUM.....	Trenton
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HON. HOWARD B. SHOFNER.....	Shelbyville
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COUNTY SUPERINTENDENTS

<i>County</i>	<i>Name</i>	<i>P. O. Address</i>
Benton.....	W. C. JOHNSON.....	Camden
Carroll.....	R. C. AUSTIN.....	Huntingdon
Chester.....	R. E. HENSON.....	Henderson
Crockett.....	P. B. CONLEY.....	Alamo
Decatur.....	W. C. WHITE.....	Decaturville
Dyer.....	J. D. SMITH.....	Dyersburg
Fayette.....	J. R. MARTIN.....	Somerville
Gibson.....	A. R. DIXON.....	Trenton
Hardeman.....	HENRY JACOBS.....	Bolivar
Hardin.....	DEWEY WHITE.....	Savannah
Haywood.....	MARY WHITELAW.....	Brownsville
Henderson.....	IRA POWERS.....	Lexington
Henry.....	D. O. McNEELY.....	Paris
Lake.....	JACK BREWER.....	Tiptonville
Lauderdale.....	S. E. PIERCE.....	Ripley
McNairy.....	B. T. KYSER.....	Selmer
Madison.....	KIT PARKER.....	Jackson
Obion.....	MILTON HAMILTON.....	Union City
Shelby.....	MISS SUE POWERS.....	Memphis
Tipton.....	W. G. McCLANAHAN.....	Covington
Weakley.....	MRS. FRANCES FORD.....	Dresden

CITY AND COUNTY HIGH SCHOOLS
SUPERINTENDENTS AND PRINCIPALS
WEST TENNESSEE

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Adamsville.....	Adamsville.....	A. M. Taylor
Alamo.....	Alamo.....	T. H. Strange
Beech Bluff.....	Beech Bluff.....	K. L. Helm
Bells.....	Bells.....	T. C. Barton
Bemis.....	Bemis.....	F. H. Neville
Bethel Springs.....	Bethel Springs.....	C. L. Hendrix
Big Sandy.....	Big Sandy.....	John Richardson
Blackwell, Nicholas.....	Bartlett.....	John George
Bolton.....	Brunswick.....	Louise B. Barrett
Bradford.....	Bradford.....	B. L. Drinkard
Brazil.....	Trenton.....	W. J. Cruce
Brighton.....	Brighton.....	J. H. Bennett
Browns.....	Jackson, R. 6.....	W. G. Steele
Buchanan.....	Buchanan.....	Joe Morgan
Byars Hall.....	Covington.....	R. K. Castellow
Central.....	Bolivar.....	J. B. Smith
Central.....	Bruceton.....	Charles Cooper
Central.....	Camden.....	E. J. Clement
Central.....	Memphis.....	C. P. Jester
Central.....	Savannah.....	R. B. Lappin
Chester County.....	Henderson.....	W. E. Montgomery
Chestnut Glade.....	Martin.....	T. W. Bruce
Clarksburg.....	Yuma.....	W. L. Denton
Collierville.....	Collierville.....	C. H. Harrell
Cottage Grove.....	Cottage Grove.....	Hafford Paschal
Covington.....	Covington.....	Supt. J. R. Miles
Crockett Mills.....	Crockett Mills.....	H. C. Colvett
Decaturville.....	Decaturville.....	John L. Sweatt
Dixie.....	Union City, R. 2.....	C. D. Parr
Dresden.....	Dresden.....	J. Frank Taylor
Dyersburg.....	Dyersburg.....	C. M. Walker
Dyer.....	Dyer.....	M. D. Barron
Elbridge-Cloverdale.....	Elbridge.....	J. W. Roberts
Fairview.....	Humboldt, R. 6.....	C. A. Fesmire
Fayette County.....	Somerville.....	H. G. McCorkle
Friendship.....	Friendship.....	A. S. Andrews
Gadsden.....	Gadsden.....	R. G. Sanford
Gibson.....	Gibson.....	V. W. Cole
Gleason.....	Gleason.....	Jno. H. Logan

CITY AND COUNTY HIGH SCHOOLS—Continued

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Grand Junction.....	Grand Junction.....	J. S. Smith
Greenfield.....	Greenfield.....	C. V. Moore
Grove High.....	Paris.....	E. G. Routon
Halls.....	Halls.....	R. L. Conley
Haywood County.....	Brownsville.....	Lloyd Wilson
Henry.....	Henry.....	W. W. Chunn
Holladay.....	Holladay.....	H. M. Harris
Hornbeak.....	Hornbeak.....	L. C. Bowers
Humboldt.....	Humboldt.....	Cecil Cole
Humes.....	Memphis.....	S. L. Ragsdale
Huntersville.....	Jackson, R. 2.....	C. D. Baird
Huntingdon.....	Huntingdon.....	C. H. Pudor
Jackson High School.....	Jackson.....	D. E. Ray
Jackson.....	Jackson.....	Supt. C. B. Ijams
Kenton.....	Kenton.....	J. B. DeBow
Lexington.....	Lexington.....	W. L. Bobbitt
McKenzie.....	McKenzie.....	Robert Marshall
McLemoresville.....	McLemoresville.....	E. H. Harrell
Malesus.....	Malesus.....	Vernon Tomlin
Martin.....	Martin.....	S. H. Taylor
Mason Hall.....	Kenton, R. 4.....	A. E. Caldwell
Maury City.....	Maury City.....	R. E. Black
Medina.....	Medina.....	Finis E. Sims
Memphis.....	Memphis.....	Supt. E. C. Ball
Mercer.....	Mercer.....	A. C. Webb
Messick.....	Memphis.....	T. H. Grinter
Michie.....	Michie.....	Luke Wood
Middleton.....	Middleton.....	Quinnie Armour
Milan.....	Milan.....	W. L. Pittman
Millington.....	Millington.....	H. I. Roland
Morris Chapel.....	Morris Chapel.....	C. T. Welch
Munford.....	Munford.....	C. T. Willis
Nankipoo.....	Halls, R. 2.....	Mrs. E. M. Browning
Newbern.....	Newbern.....	C. R. Mullins
Obion.....	Obion.....	M. E. Whitson
Palmersville.....	Palmersville.....	T. D. Pentecost
Paris.....	Paris.....	Supt. W. O. Inman
Parsons.....	Parsons.....	C. A. Palmer
Peabody.....	Trenton.....	A. F. Bridges
Pinson.....	Pinson.....	Alton Copeland
Pope.....	Jackson, R. 7.....	J. A. Norvell
Puryear.....	Puryear.....	Charles Calhoun
Ramer.....	Ramer.....	L. G. Vaughan

CITY AND COUNTY HIGH SCHOOLS—Continued

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Ridgely.....	Ridgely.....	W. C. Roberts
Ripley.....	Ripley.....	T. O. Griffith
Rives.....	Rives.....	W. H. Cravens
Rutherford.....	Rutherford.....	Wilton Roberts
Saltillo.....	Saltillo.....	A. D. Duck
Sardis.....	Sardis.....	Auburn Powers
Scott's Hill.....	Scott's Hill.....	John S. Murphy
Selmer.....	Selmer.....	W. G. Robinson
Sharon.....	Sharon.....	Wayne Fisher
Shiloh.....	Pittsburg Landing.....	W. E. Smith
South Fulton.....	Fulton, Ky.....	J. B. Cox
South Side.....	Memphis.....	H. J. Gnuse
Spring Creek.....	Spring Creek.....	Chester Parham
Spring Hill.....	Trenton.....	J. M. Carnes
Springville.....	Henry.....	J. P. Wynns
Technical High.....	Memphis.....	J. L. Highsaw
Tiptonville.....	Tiptonville.....	R. E. Bright
Trezevant.....	Trezevant.....	H. B. Smith
Trimble.....	Trimble.....	C. B. Shankle
Troy.....	Troy.....	W. B. Forrester
Union City High School.....	Union City.....	C. W. Thomason
Union City.....	Union City.....	Supt. T. D. Osment
Whitehaven.....	Whitehaven.....	F. S. Elliott
Whiteville.....	Whiteville.....	Howard Kirksey
Woodland.....	Woodland Mills.....	R. R. Thompson
Williams, Mabel C.....	Germantown.....	Ralph B. Hunt
Yorkville.....	Yorkville.....	R. J. Taylor

OFFICERS OF ADMINISTRATION AND ASSISTANTS

J. W. BRISTER, A.B., A.M., LL.D.....	President
R. C. JONES, B.S., A.M.....	Dean-Registrar
NELLIE A. SMITH, B.S., A.M., Ph.D.....	Dean of Women
R. M. ROBISON, A.B., M.A.....	Bursar
UNDINE LEVY, A.B., Certif. L.S.	Acting Librarian
JEANELLE WISE, A.B., Certif. L.S.....	Assistant Librarian
ELLA M. LESLIE.....	Secretary to President
ANNELUCY JOHNSON, B.S.....	Secretary to Dean
ALTHA WINGO, B.S., Registered Dietitian.....	Dietitian
MRS. T. K. HARPER.....	Matron, Girls' Dormitory
J. E. GRISHAM, B.S.....	Host, Men's Dormitory
E. H. LANIER.....	Engineer
LIZZIE NORMENT.....	Supt. of Laundry

FACULTY COMMITTEES

1. APPOINTMENTS—Mr. Jones, Miss Smith, Mr. Robison.
2. ATHLETICS—Mr. Johnson, Mr. Curlin, Mr. Jones, Mrs. Blackman, Mr. Robison, Mr. Frizell, Mr. Humphreys.
3. BUILDINGS AND GROUNDS—Dr. Freeman, Mr. Robison.
4. COMMENCEMENT—Miss McCormack, Miss Chappell, Miss Mays, Mrs. Blackman, Mr. Deen.
5. CURRICULUM—Mr. Highfill, Mr. Steere, Mr. Hayden, Miss Robertson, Miss Henderson, Mr. Jones.
6. ENTRANCE AND CREDITS—Mr. Jones, Miss Smith, Mr. Scates.
7. LIBRARY—Mr. Highfill, Mr. Steere, Miss Heiskell, Mr. Moore, Miss Levy.
8. PUBLICATION—Mr. Robison, Miss McCormack, Mr. Oldham, Mr. Jones.
9. PUBLIC EXERCISES—Mr. Jones, Miss McCormack, Mr. Deen.
10. SCHOLARSHIPS AND LOANS—Mr. Hayden, Mr. Scates, Mr. Jones, Miss Smith.
11. SOCIAL LIFE—Miss Smith, Miss Mays, Mrs. Rodgers, Miss Henderson.
12. STUDENT ACTIVITIES—Mr. Johnson, Mr. Curlin, Mr. Jones, Mr. Scates, Mr. Robison.
13. STUDENT ORGANIZATIONS—Mr. Jones, Mr. Steere, Miss Rodgers, Miss Mays, Mr. Locke.
14. HEALTH—Dr. Tripp, Mrs. Rogers, Miss Henderson, Mr. Hughes, Mrs. Blackman.

COLLEGE FACULTY

1937-38

- JOHN W. BRISTER, A.B., A.M., LL.D.** *President*
 A.B. and A.M., Peabody College, University of Nashville;
 graduate student, University of Chicago; professor of mathematics, Peabody College; State Superintendent of Public Instruction, Tennessee; State High School Inspector; present position, 1913-18 and 1924-.
- L. C. AUSTIN** *Music*
 B.S. (1924), M.A. (1925), George Peabody College for Teachers; instructor in music, Valparaiso University, seven years; present position, 1914-25, 1926-.
- ETHEL G. BLACKMAN** *Physical Education*
 B.S. (1929), M.A. (1931), George Peabody College for Teachers; instructor in physical education, high schools, five years; present position, 1929-.
- VELMA BROOKS HEATHERLY** *Modern Languages*
 B.S. (1928), M.A. (1932), Peabody College; graduate study, Columbia University and The Sorbonne; supervising teacher, training school, 1932-4; present position, 1934-.
- ARTHUR W. BREWINGTON** *English*
 A.B., Asbury College (1928); M.A., Cornell University (1930); graduate study, Cornell University, George Peabody College for Teachers; high school teacher three years; instructor in English, Rider College, 1931-32; instructor in English, Tennessee Wesleyan College, 1932-35; present position, 1933-.
- ALICE M. CHAPPELL** *Home Economics*
 B.S. (1921), University of Wisconsin; M.A. (1927), Teachers College, Columbia University; graduate student, University of Chicago; teacher public schools, eleven years; present position 1927-.
- ZACH CURLIN** *Physical Education*
 B.A. (1914), Vanderbilt University, L.L.B. (1919), University of Memphis; director of physical education, high schools, eight years; director of physical education, Hendrix College, 1923-4; present position, 1924-.
- WILLIAM G. DEEN** *Education*
 B.S. (1916), M.A. (1918), George Peabody College for Teachers; teacher and principal rural schools, ten years; instructor in history, Memphis High School, two years; principal A. B. Hill School, Memphis, 1910-18; present position, 1920-.
- CHESTER P. FREEMAN** *Biology*
 B.S. (1921), Mississippi A. & M. College; M. A. (1923), Peabody College; M.S. (1927), University of Chicago; Ph.D. (1932), Peabody College; instructor in botany, Oklahoma A. & M. College, 1929-31; instructor in biology and agriculture, Ball State Teachers College, 1932-3; present position, 1934-.

COLLEGE FACULTY—Continued

- HENRY M. FRIZELL**.....*Commerce*
 A.B. (1910), Millsaps College; diploma in business administration and higher accountancy, Eastman College; graduate student, University of Chicago, summers 1915, 1921, and 1929; Northwestern, summers 1937, 1938; teacher in high schools, seven years; present position, 1929-.
- GROVER H. HAYDEN**.....*Chemistry and Physics*
 A.B. (1908), Peabody College, University of Nashville; graduate student, University of Chicago, summers 1912, 1913; A.M. (1928), Columbia University; assistant in chemistry, University of Nashville, University of Tennessee Medical College, 1908-11; instructor in chemistry, Jackson, Tennessee, High School, 1913-17; present position, 1918-.
- MARY HEISKELL**.....*Modern Languages*
 A.B. (1917), University of Wisconsin; M.A. (1931), University of Chicago; Y. W. C. A. Secretary, Argentina, S. A., 1920-25; instructor, Spanish, North Central College, Naperville, Illinois, 1931-32; present position, 1932-.
- BESS L. HENDERSON**.....*Home Economics*
 B.S. (1921), George Peabody College for Teachers; M.A. (1927), Teachers College, Columbia University; teacher in high schools, six years; instructor in home economics, Louisiana State Normal College, 1923-6; present position, 1927-.
- ROBERT D. HIGHFILL**.....*English*
 A.B. (1911), University of Arkansas; A.M. (1925), Northwestern University; Ph.D. (1927), University of Chicago; lecturer in English, Northwestern, 1922-7; head department English, Ouachita College, 1927-31; present position, 1931-.
- C. C. HUMPHREYS**.....*History*
 B.S. (1936), M.A. (1938), University of Tennessee; graduate student, University of Tennessee, summers 1936-7-8; instructor in history, University of Tennessee Junior College, 1936-7; present position, 1937-.
- OWEN R. HUGHES**.....*Education*
 B.A. (1912), University of Tennessee; M.A. (1920), Peabody College; graduate student, Peabody College; principal high schools, Dyersburg and Mt. Pleasant, eight years; present position, 1921-.
- R. W. JOHNSON**.....*Geography*
 B.S. (1924), A.M. (1925), George Peabody College for Teachers; Ph.D. (1936), University of Chicago; teacher in elementary and high schools, five years; present position, 1925-.
- RICHARD C. JONES**.....*Dean*
 B.S. (1929), University of Tennessee; M.A. (1932), Peabody College for Teachers; teacher of history, Whitehaven High School, 1930-4; elementary supervisor Shelby County Schools, 1934; present position, 1937-.

COLLEGE FACULTY—Continued

- R. E. KENNEDY**.....*Industrial Arts*
 B.S. (1928), State Teachers College, Memphis; M.A. (1935), University of Tennessee; teacher, Memphis City Schools, 1925-37; present position, 1937-.
- CHARLES E. LANE, JR.**.....*Physics and Chemistry*
 B.S. (1926), Ph.D. (1933), University of Chicago; present position, 1929-.
- UNDINE LEVY**.....*Acting Librarian*
 A.B. (1912), Mississippi State College for Women; Certificate Library Science (1913), M. S. C. W.; graduate study, University of Illinois (1918); present position, 1928-.
- J. F. LOCKE**.....*Mathematics*
 B.S. (1927), State Teachers College, Memphis; M.A. (1929), Vanderbilt University; Ph.D. (1933), University of Illinois; present position, 1932-.
- MARIE McCORMACK**.....*Art and Penmanship*
 Teacher elementary schools, one and one-half years; present position, 1915-.
- ALMA MAYS**.....*English*
 B.A. (1910), Trinity University; M.A. (1925), George Peabody College for Teachers; graduate student, University of Chicago; teacher elementary and high schools, twelve years; present position, 1925-.
- CLARENCE E. MOORE**.....*Biology*
 A.B. (1922), University of Montana; Ph.D. (1928), Columbia University; principal elementary and high schools, fifteen years; assistant in botany in universities, three years; present position, 1928-.
- JOHN N. OLDHAM**.....*English*
 B.S. (1930), State Teachers College, Memphis; M.A. (1931), Vanderbilt; graduate student instructor, University of Illinois, 1931-32; present position, 1932-.
- J. H. PARKS**.....*History and Government*
 B.S. (1927), State Teachers College, Murfreesboro; M.A. (1930), University of Alabama; Ph.D. (1937), Ohio State University; high school teacher and principal, nine years; instructor, University of Tennessee Extension Division, 1934-8; present position, 1938-.
- CAROL ROBERTSON**.....*History*
 B.S. (1926), George Peabody College for Teachers; M.A. (1929), Columbia University; principal of high school and supervisor of history in Virginia State Teachers College, Training School, ten years; present position, 1929-.

COLLEGE FACULTY—Continued

- ELLEN DAVIES RODGERS.....*Elementary Supervisor*
 B.S. (1924), George Peabody College for Teachers; M.A. (1927), Teachers College, Columbia University; supervising teacher, Training School, West Tennessee State Teachers College, three years; principal, Shelby County high school, one year; present position, 1929-.
- S. E. SCATES.....*History*
 A.B. (1909), B.S. in Education (1910), University of Missouri; A.M. (1926), George Peabody College for Teachers; teacher of history, high schools, two years; principal, high school, one year; principal, grammar school, seven years; present position, 1918-.
- NELLIE ANGEL SMITH.....*Dean of Women, Latin*
 B.S. (1920), M.A. (1920), Ph.D. (1924), George Peabody College for Teachers; teacher, high schools, twelve years; professor of Latin, State Normal School, Florence, Alabama, 1920-27; present position, 1927-.
- L. E. SNYDER.....*Chemistry, Geography*
 B.S. (1931), M.A. (1932), George Peabody College for Teachers; instructor in high schools, ten years; present position, 1933-.
- H. J. STEERE.....*Education*
 Ph.B. (1907), University of Rochester; M.A. (1923), Teachers College, Columbia University; Ph.D. (1927), Cornell University; teacher, high schools, eight years; city superintendent, seven years; present position, 1927-.
- C. W. STOUT.....*Mathematics*
 B.S. (1926), State Teachers College, Memphis; M.A. (1931), Mercer University; Superintendent of Schools, McRae, Ga., 1926-1936; present position, 1936-.
- MARY P. THOMAS.....*Modern Languages*
 A.M. (1889), Baylor College; instructor in modern languages, Brownsville Female College, 1890-96; professor of modern languages, Baylor College, Texas, 1896-1912; student in Europe, 1900 and 1910; present position, 1912-.
- ALVIN B. TRIPP.....*College Physician*
 B.S. (1930), M.D. (1932), University of Tennessee. Present position, 1938-.

Davis

TRAINING SCHOOL FACULTY

1938-1939

- FLORA H. RAWLS.....*Acting Principal*
B.A. (1925), M.A. (1930), Vanderbilt University; high school teacher, English and Latin, eight years; present position, 1930-.
- NELLE CALDWELL.....*Supervising Teacher, English*
B.S. (1926), M.A. (1929), Peabody College; supervising teacher, Alabama College, Montevallo, 1926-30; present position, 1930-.
- R. P. CLARK.....*Supervising Teacher, Mathematics*
B.S. (1928), State Teachers College, Memphis; M.A. (1933), Peabody College; principal jr. high school four years; teacher Grove High School, Paris, Tenn., six years; present position, 1934-.
- OPAL COLEMAN.....*Supervising Teacher, Third Grade*
B.S. (1925), Texas State College for Women; M.A. (1932), Peabody College; present position, 1931-.
- MATTIE LOU CONNELL.....*Supervising Teacher, Fourth Grade*
B.S. (1927), M.A. (1930), Peabody College; elementary teacher six years; present position, 1930-.
- MARY DUNN.....*Supervising Teacher, Second Grade*
B.S. (1928), M.A. (1932), Peabody College; present position, 1924-.
- BESS FOUNTAIN.....*Supervising Teacher, Third and Fourth Grades*
B.S. (1927), Mississippi State Teachers; M.A. (1932), Peabody College; present position, 1937-.
- J. E. GRISHAM.....*Supervising Teacher, Industrial Arts*
B.S. (1932), State Teachers College, Memphis; teacher Memphis City School, eight years; present position, 1937-.
- PAULINE HILLIARD.....*Supervising Teacher, Fifth Grade*
A.B. (1931), Murray State Teachers College; M.A. (1937), Duke University; instructor in English in high school, five years; present position, 1937-.
- EMMA LEA.....*Supervising Teacher, Social Science*
B.S. (1932), State Teachers College, Memphis; M.A. (1934), Peabody College; present position, 1934-.
- IRENE MOORE.....*Supervising Teacher, Fifth and Sixth Grades*
B.S. (1929), State Teachers College, Memphis; instructor in English in high schools, 1919-27; present position, 1929-.
- ANNIE LAURIE PEELER.....*Supervising Teacher, Sixth Grade*
B.S. (1929), Peabody College; M.A. (1930), Peabody College; supervisor of elementary schools, three years; present position, 1930-.
- HELEN ROBISON.....*Home Economics*
B.S. (1931), Peabody College; graduate study, University of Tennessee; high school teacher, two years; present position, 1933-.
- LOTTYE SUITER.....*Supervising Teacher, First Grade*
B.S. (1928), M.A. (1933), Peabody College; critic teacher, State Teachers Colleges, Cullowhee, North Carolina, and Murray, Kentucky; present position, 1933-.
- MARY ROSS TURNER.....*Supervising Teacher, English and Social Studies*
A.B. (1923), University of Alabama; present position, 1937-.
- LUCILLE WILLIAMS.....*Supervising Teacher, First and Second Grades*
B.S. (1928), University of Alabama; M.A. (1935), University of Iowa.

GENERAL INFORMATION

HISTORICAL STATEMENT

The State Normal Schools of Tennessee were established by an Act of the General Assembly of 1909. That Act is popularly known as the General Education Bill, and included appropriations for all public school agencies of the State. It provided that thirteen per cent of the State School Fund—which was thirty-three and one-third per cent of the gross revenues of the State—should be used for the establishment and maintenance of Normal Schools.

The law vested the location and control of the Normal Schools in the State Board of Education. Acting under this authority, the State Board of Education received propositions from various cities and counties in the State for the location of the Normal Schools, and finally decided upon the location of three schools for the training of white teachers, as follows: West Tennessee State Normal School at Memphis, Shelby County; Middle Tennessee State Normal School at Murfreesboro, Rutherford County; and East Tennessee State Normal School at Johnson City, Washington County; those cities and counties having made most generous appropriations in consideration of the location of the schools. Memphis and Shelby County issued bonds for the West Tennessee State Normal School to the amount of \$350,000, and donated a site of approximately fifty acres, to which was added thirty acres, the whole forming a most beautiful campus now within the corporate limits of Memphis.

The School appropriations and the accumulation from the State fund for three years were invested in a magnificent main building and dormitory, and the institution was formally opened on September 15, 1912. The West Tennessee School, like the other State institutions, which were opened the year previous, had a most gratifying attendance from the very start, and the succeeding years have been even more successful.

In 1921 the General Assembly voted \$150,000 in bonds for building purposes for each of the three Normal Schools. The proceeds of the issue for the West Tennessee State Normal School were used by the State Board of Education in erecting a splendid men's dormitory, a commodious dining hall and a power plant. Later Shelby County made an appropriation of \$50,000 to the School, which, with \$30,000 of local funds, was expended in the erection of a Training School on the Campus.

The General Education Law passed in 1925 authorized the maintenance of Teachers Colleges in the three grand divisions of the State,

and in accordance therewith the State Board of Education converted the Normal Schools into Teachers Colleges, requiring high school graduation for entrance and offering a four years' course of college work, leading to the degree of Bachelor of Science.

In 1927 the Legislature appropriated \$200,000 for building purposes at the West Tennessee State Teachers College. This appropriation, together with \$50,000 of local funds, has been used in the erection of a library building, a gymnasium, and an addition to the girls' dormitory.

In 1929 an additional State appropriation of \$225,000 was made for building purposes, which has been expended in erecting a Science Hall, in which are located the Department of Chemistry and Physics, Biology, and Home Economics, leaving room in the main building for the enlargement of other departments.

PURPOSE OF THE SCHOOL

The General Education Law of 1909, which created State Normal Schools, declared their purpose to be "the education and professional training of teachers for the elementary schools of the State." The Act of 1925 provided for Teachers Colleges and declared that the function of such colleges should be to prepare teachers for the public schools of the State. In accordance with these laws the State Teachers College is preparing elementary and high school teachers, instructors and supervisors in special subjects, and principals and superintendents of county and city schools.

In preparation for teaching three general principles are recognized as essential: (1) thorough scholarship; (2) the study of education as a science; (3) observation and teaching under expert supervision. These principles are fundamental and guide in all that relates to the work of the College.

As the purpose of the College is to prepare teachers to meet fully the demands for the more efficient and practical instruction in the public schools, the institution has equipped excellent laboratories for the study of chemistry, physics, biology and kindred subjects. It has also provided adequate equipment for the teaching of home economics and all that pertains to efficient homemaking.

In order to fulfill its function the College offers all the subjects included in a general liberal arts curriculum, and in addition many other subjects which are demanded by the public school system of the state. It offers many courses that are required for entering professional schools of medicine, law, engineering, and other professions. These courses are given as a part of the regular program of the College and do not involve any additional expense to the State. Many students expecting to enter these professions have the opportunity to take their pre-professional college work at the State Teachers College. This work is fully recognized by the professional schools of the country.

THE COLLEGE PLANT

Location.—The State Teachers College, Memphis, is located on a campus of eighty-five acres in the eastern part of the City of Memphis, on the Southern Railway, in a subdivision known as Normal. Ten buildings have been erected on the campus.

Administration Building.—The main academic building is an imposing structure, three hundred and thirty-eight feet long and about two hundred feet wide. It contains the administration and business offices, a spacious auditorium and forty large, airy, well-lighted rooms for class instruction.

Manning Hall.—The science building, erected in 1930, has been named Manning Hall in honor of Priestly Hartwell Manning, who was the first teacher of science in the State Teachers College, being a member of the first faculty, which began work in the State Normal School in 1912.

The building is a commodious structure of three stories and a large basement. It is two hundred feet long, sixty-five feet wide, and contains laboratories, lecture rooms, storerooms and offices.

The department of chemistry occupies the entire first floor. On this floor is a large lecture room, which will be used by all departments in the building. The physics and biology departments are located on the second floor, and the home economics on the third. In connection with the home economics department is a modern apartment, containing living room, dining room, bedroom, kitchen, closets and storerooms.

The building has been furnished with modern desks and the latest equipment and is adequately supplied with apparatus for carrying on the necessary science work of a standard senior college.

Mynders Hall.—The women's dormitory is a magnificent fireproof building, containing one hundred and five rooms. Wide verandas, hallways, parlors and reception rooms give the surroundings a home-like appearance. In each room are a lavatory with running water, electric lights, steam heat, two spacious closets, shades, table, dressers, chairs, two single beds, mattresses and springs. The building is equipped with thirty-six elegant baths with tile floors and marble wainscoting. The building contains, in addition to the living rooms, special quarters for the matron and housekeeper. A number of rooms on the third floor are reserved for use as an infirmary.

Training School.—The Training School Building is largely a gift from Shelby County to the State Teachers College.

It is a large one-story building, consisting of offices, assembly hall, numerous classrooms, laboratories, and open courts, for the children of the elementary grades. The building is attractive in all of its appointments, and happily combines beauty and utility. This school will prove the working laboratory of the Department of Education and will furnish opportunity for the study and solution of the many problems confronting the teachers of the State.

Men's Dormitory.—This building, fireproof in its construction, contains fifty double bedrooms, provided with commodious closets, and

accommodates one hundred men. The rooms are adequately provided with furniture and fixtures. The building is also provided with a large reception hall or lobby. There are ample bathrooms and trunkrooms. The building is heated with steam, lighted by electricity, and supplied with hot and cold water.

Dining Hall.—This admirable structure is capable of seating eight hundred guests. The large and well-lighted kitchen is provided with all modern conveniences, including up-to-date ranges, ovens and cold storage. It is generally conceded to be the largest and most artistic structure of its kind in the State.

The Power Plant.—The power plant contains a great battery of boilers for heating, and all the buildings on the grounds are heated from this plant.

John Willard Brister Library.—A magnificent library was erected during the year 1927-28. The State Board of Education at its meeting in November, 1938, named the Library the John Willard Brister Library. It was dedicated with fitting ceremonies June 3, 1939.

The Library is a very handsome building conforming to the style of architecture of the main building. It is one hundred and forty feet long and sixty feet wide. It has a commodious reading room, abundant shelves for all the books in the library and for additions for many years to come. It contains also office rooms and special rooms for advanced students; and on the second floor rooms have been provided for a museum and art room.

The library contains about 24,000 volumes. These books have been selected to meet the peculiar needs of the institution and all of them are usable. The leading magazines and periodicals are on file for the use of students. The College has a reasonable appropriation for library purposes and new books and periodicals are being added each year.

Gymnasium.—A new gymnasium was also erected in 1928. It has a basketball court for games, 50 x 95, and two other courts, 50 x 70, available for practice. It is supplied with the necessary apparatus and is adequately equipped for best work in physical exercise and education.

Laundry.—The State Teachers College owns and operates a modern, sanitary laundry. Students occupying rooms on the campus are required to have their laundry work done here, and therefore pay the laundry fee. This rule has been made for sanitary reasons and is rigidly enforced. No exceptions whatever will be made, and all students who board on the campus will be required to pay the laundry fee.

INFORMATION FOR STUDENTS

When To Enter.—The college year covers four quarters of twelve weeks each and students may enter at the beginning of any quarter.

The Spring and Summer Quarters carry courses for a six weeks term as well as for the full quarter and credit is allowed accordingly.

Reservations.—It is very important that those who expect to attend the College should write to the President and have room reserved as soon as they definitely determine to attend. Arrangements will be made for all who come, but rooms will be reserved in the order in which applications are received. A deposit fee of \$3.00 is required for reservation, which will be credited on the expense for the term. Reservation fee will be refunded if notice of cancellation is received four days before the opening of the quarter for which reservation is made; it will not be refunded on later notice.

What Students Furnish.—Students expecting to live in the dormitories should bring the following articles: towels, bed linen, blankets, and a pillow. Students in the dormitories will be required to keep their own rooms in order.

Dormitories.—The College maintains two dormitories—Mynders Hall for ladies, and the Men's Dormitory. Students boarding away from home are expected to live in the dormitories. This regulation is made because the College authorities believe that students cannot otherwise enjoy all the advantages of college attendance. Young lady students away from home having immediate relatives of the family in Memphis or near the College may board with them. Other students will not be permitted to live outside of the dormitory except for satisfactory reason, upon the written request of the parent or guardian, and then only in homes approved by the College authorities.

All arrangements for board outside of the dormitory must be approved by the College and, except in homes of immediate relatives, must be made through the College.

Conduct.—It is assumed that applicants for admission to the State Teachers College are ladies or gentlemen and every consideration will be shown them as such until, by their own act, they forfeit the confidence reposed in them. Rules of government, regulations in regard to general conduct are, of course, necessary. Whenever any number of people live together, each must forfeit some individual privilege for the general good. The rules and regulations are of such nature as to secure ready conformity thereto and also sympathy and co-operation on the part of students in making them effective.

Students are expected to give their College obligations first consideration, to be prompt and regular in attendance on all prescribed exercises—class, chapel, examination—and to observe properly the hours set apart for study by making diligent use of the same.

Hazing.—Any form of hazing is positively forbidden.

Tuition.—Students, who are residents of Tennessee, pay no tuition. Non-residents pay tuition of \$30.00 per quarter, or \$15.00 for a term of six weeks.

The term "residents," is construed to mean persons who have resided in Tennessee for at least a year previous to application for entrance, or whose parents or legal guardians are residing in Tennessee at the time of application for entrance; or, in the case of persons twenty-one years of age and over, those who definitely declare that they are residents of Tennessee and their intention to continue in residence for an indefinite period.

Expenses.—There is no tuition charge to students who are residents of Tennessee. Non-residents pay \$30.00 for each of the quarters. All students pay a registration fee of \$15.00 and a Student Activity fee of \$4.00 each quarter. **Registration fee is not refunded.**

Day students, who are residents of Tennessee, pay the following fees:

Registration, each quarter.....	\$15.00
Student Activity, each quarter.....	4.00

The following fees are paid by Tennessee students who live on the campus:

Tuition, each quarter.....	FREE
Registration, each quarter.....	\$15.00
Student Activity, each quarter.....	4.00
Room	12.00
Laundry	6.00
Board, cafeteria plan, about.....	42.00

Single rooms in the dormitory may be had for \$2.00 per week.

Laboratory Fees.—The following fees are charged students pursuing courses in the several departments to cover cost of materials used:

Biology 100, 102, 202, 203, 320, 340, \$1.00 each; 103, 105, 106, 200, 201, 211, 230, 231, 300, 302, 350, 351, 352, 403, \$2.00 each.

Commerce, all courses in typewriting, \$1.00 each.

Chemistry, all courses (except 105, 106 and 403), \$3.00 each.

Drawing, all courses, 50 cents each.

Education 213, 303, 304 and 305, 50 cents each.

Geography 110, 111, 50 cents each.

Health 100, \$1.00.

Home Economics 100, 101, 102, 300, 301, 302, 305, 307, 410, 411, 50 cents each; 204, 205, 304, 306, \$2.50 each.

Industrial Arts, all courses \$1.00 each.

Music 180, 181, 182, 330, 331, 332, 75 cents to \$1.50 each; 220, 221, 222, 350, 351, 352, 75 cents each.

Physics, all courses \$2.00 each.

Physical Education 207, 50 cents.

Expenses for non-residents.—Non-residents pay fees as above, and in addition \$30.00 per quarter for tuition.

Other Fees.—Registration should be completed on the first day of each quarter or term, except in the fall and summer quarters, when two days are allowed for registration. Registration is not complete until all fees for the quarter have been paid or arrangement made with the Bursar for paying them. For registration after the day or days announced in the catalogue for registration an extra fee of \$1.00 will be charged.

One copy of the transcript of a student's record will be furnished free. For additional copies of such transcripts a fee of \$1.00 will be charged.

For change of course after the second day of the quarter a fee of \$1.00 will be charged.

Commencement, \$10.00, including diploma fee and use of cap and gown.

Deposits.—Students in chemistry and physics are required to make a deposit of \$2.50 and in Biology \$1.00 to cover loss by breakage, any unused balance of which will be refunded at the close of the quarter.

Key Deposit.—A key deposit of \$1.00 is required of each student living in the dormitories, 75c of which is refunded when key is returned.

REGULATIONS GOVERNING PAYMENT AND REFUND OF FEES

A registration fee of \$15.00 is charged all students whether the period of attendance is for six weeks or for twelve and no part of it will be refunded.

A student activity fee of \$4.00 is charged all students for each quarter.

The College holds students responsible for damage, breakage, or loss of college property. A breakage deposit of \$3.00 is collected at the time of registration from all students living in the dormitories. All, or any of the unused balance, will be refunded when the student leaves school.

Rooms are rented by the quarter and no reduction will be made for late registration or for an absence of less than two weeks.

Board is served on the cafeteria plan. All students living on the campus are required to purchase a minimum of four meal books during the quarter.

Students will be held responsible for any damages done by them to buildings, furniture, apparatus, or other property. In case responsibility or damage can not be fixed, the cost will be distributed among the students concerned.

Fees and expenses are payable quarterly in advance. By special arrangement board, lodging and laundry fees may be paid by the month in advance; in such cases an extra charge of 5% of the amount deferred will be made.

Registration fee is not refunded; laboratory and student activity fees will be refunded if a student is compelled to withdraw from school, or from a course within the first two weeks of a quarter, provided the application for such refund be made at the time of withdrawal. Commencement fee is not refunded.

No refunds will be made except as specified above.

No student shall enroll, graduate, or receive a transcript of his record until all accounts are settled. The term "transcript" includes application for the issuance or renewal of certificates; the term "accounts" includes library fees, books not returned, and other fees incurred.

ENTRANCE AND CREDITS SCHOLASTIC YEAR

The scholastic year of the State Teachers College covers a period of forty-eight weeks divided into four quarters of twelve weeks each.

GENERAL TERMS OF ADMISSION

Statutory Provisions.—Under the provisions of the law establishing the State Teachers College, all white males or females resident in the State of Tennessee not under sixteen years of age are eligible for admission without tuition.

Health.—No applicant will be admitted who cannot furnish evidence of being physically sound, free from contagious or infectious diseases and from chronic defects that would prevent satisfactory work as a student or militate against success as a teacher. Students must furnish certificate of vaccination and good health from county health officer or other reputable physician.

Character.—Every applicant for admission must present a certificate of good moral character signed by a responsible person. The State is under obligation for the professional training of no person that is not qualified to exert a wholesome spiritual influence upon the lives of children.

ENTRANCE REQUIREMENTS

Freshmen are admitted by one of the following methods:

1. By certificate from an approved or accredited high school showing the completion of a four year course of not less than fifteen approved units.
2. By certificate and examination. Graduates from unaccredited schools doing four years of high school work may be admitted on certificate from their principal, provided they pass satisfactory examination on four units of high school work taken in their senior year.

Teachers and prospective teachers, twenty-one years of age and over, who have not completed four years of high school work, may be admitted as special students and allowed to take such courses as they are prepared for, provided that such special students must satisfy all entrance requirements to qualify for diploma or degree, and these entrance requirements must be satisfied during the first year of attendance.

ENTRANCE CREDITS

Beginning students should present high school record for entrance credits on or before date of registration. Students asking for advanced standing should have a transcript of their college record sent direct to the Dean. College credits will be withheld until entrance credits are satisfied. All transcripts become the property of the College and will not be returned.

ADVANCED STANDING

Advanced standing will be granted to students who have completed in approved institutions courses equivalent to those counted by the State Teachers College for credit towards its degree. Students asking for advanced standing may save themselves inconvenience or loss by presenting transcripts for evaluation before entrance.

Application for advanced standing by examination must be made during the first quarter of attendance and requirements for such credit must be met during the first year of attendance. Credit by examination will be counted only towards graduation and will not be transferred in less amount.

GRADING SYSTEM

The quality of work of each student is determined by the instructors at the end of each quarter. The grades are indicated by letters interpreted as follows: A, excellent; B, good; C, average; D, inferior; F, failure; I, incomplete.

The grades A, B, C, D, and F, when entered upon a student's record can not be changed by the instructor. The grade "I" indicates that a student has not completed the work of the course, due to illness or some other unavoidable cause. This grade may be changed by the instructor and credit allowed when the requirements of the course have been met, provided the work has been completed within the first two weeks of the next quarter the student is in residence.

CLASSIFICATION

Until a student has satisfied entrance requirements, he will be classified as a special student. Students having fewer than 45 quarter hours of credit and 45 quality credits will be classified as freshmen; students having 45-89 quarter hours of credit and 45-89 quality credits will be classified as sophomores; students having 90-134 quarter hours of credit and 90-134 quality credits will be classified as juniors; students having 135 or more quarter hours of credit and 135 or more quality credits will be classified as seniors.

CREDIT

A quarter hour requires one recitation period per week for one quarter of twelve weeks. It demands in addition to one hour of recitation at least two hours of preparation. In such subjects as cooking, sewing, writing, drawing, industrial arts and all laboratory courses, two hours per week of classroom work and at least one hour of preparation are required for one quarter hour credit.

The minimum number of hours for regular students is twelve; the maximum, seventeen, including physical education, for freshmen and sophomores, and sixteen for juniors and seniors, except for students who have made an average B grade on courses carried during the preceding quarter and who have not failed on any course of the preceding quarter. Such students will be allowed eighteen quarter hours.

In no case will credit be allowed in any course for which the student is not fully registered and all courses for which the student is registered will be recorded as passed, failed or dropped.

Credit in modern languages towards a degree will not be allowed for less than one year's work.

Withdrawal from a course without permission will incur a mark of "F" on the course.

Absence from final examination without excuse will incur a mark of "F".

Absences will be counted from first scheduled meeting of the class. Absences may be excused only by the instructor.

Withdrawal from college should be reported to the Dean's office promptly.

Only those students who enter the first week of a quarter will be allowed to make full credit; late entrants will be allowed proportional credit.

REQUIREMENTS FOR A DEGREE

No degree will be conferred *in absentia*. Certificates indicating completion of requirements for a degree and a statement of credits will be given the applicant pending his presence at a regular commencement exercise.

The requirements for a degree are as follows:

1. The satisfactory completion of 198 quarter hours, at least thirty-six of which must be taken from courses listed in each of the four years of the college program of studies.
2. Physical education through two years, two periods per week, three quarter hours credit each year.
3. Residence of not less than three quarters during the junior and senior years of the college course, provided that the last quarter shall be in residence.
4. Satisfactory completion of nine quarter hours in English Composition and nine in English and American Literature credits on the freshman and sophomore years; nine hours in American History and Government; twenty-seven hours in the department of education; one major subject with at least thirty-six quarter hours; one minor with at least twenty-seven quarter hours, and a second minor with at least eighteen quarter hours.
5. The attainment of 198 quality credits as described below.

Quality Credit.—For graduation a student shall attain in part of his work a degree of excellence higher than is indicated by the minimum passing grade.

For each quarter hour of work upon which a grade of "A" is given, three quality credits shall be allowed; for each "B" two quality credits for each quarter hour; and for each "C" one quality credit.

In evaluating college work accepted from other institutions using marks similar to those employed here (A, B, C, D, and F, with "C" as the middle 50 per cent, and "F" as failure), the same values as to quality credits shall be assigned as provided above.

Note. Not more than one-fourth of the credit required for a degree shall be from the Department of Education.

HONOR ROLL

The honor roll for each quarter is composed of students who have attained a degree of excellence higher than is indicated by the minimum passing grade.

For the selection of honor students, the faculty has adopted the following regulations:

1. Only those students who matriculate for at least 12 hours credit, complete all courses, make some honor points and are otherwise in good standing, are eligible for the honor roll.
2. From the list of eligibles the highest ten per cent are selected on the basis of honor points earned.
3. For a grade of B, 5 honor points for each credit hour are allowed; for a grade of A, 10 points.

CREDIT BY CORRESPONDENCE OR EXTENSION

When credit earned by correspondence or extension is presented to a State Teachers College by a student from an institution which is a member of the Teacher-College Extension Association, the University Extension Association, or a regional accrediting association, such credit may be accepted toward the completion of a four-year senior college curriculum; provided, not more than 18 quarter hours of such credit shall be allowed, and provided further, that such credit cannot be used for the purpose of renewing any teachers' certificates or for issuing certificates for which less than four years college credit is required.

No extension or correspondence credit made by a student while in residence at the College will be counted unless special permission is secured from Credit Committee at time of registration.

SCHOLARSHIPS AND LOANS

1. College Loan Fund. The College has a small loan fund, from which it makes loans in varying amounts to deserving students.

2. Aull Loan Scholarship. A friend of the College, Mrs. Geneve Aull, has donated \$250.00 to be used for a loan scholarship, the same to be made to a member of the senior class who has made a satisfactory record during one or more years residence at the College.

3. United States Daughters of 1812 Scholarships. The Old Hickory Chapter, U. S. D. of 1812, Memphis, has donated the sum of \$625.00 for loan scholarships as follows: (1) One of \$250.00 to be known as the Mary Robinson Day Memorial Scholarship; (2) one of \$250.00 to be known as the Martha Moore Allen Scholarship; (3) one of \$125.00 to be known as the Willis Hitzing Scholarship.

All of these are loan scholarships and may be awarded to a man or woman on the recommendation of the faculty.

4. The Parent-Teacher Association Loan. The Parent-Teacher Association of Shelby County makes loans in varying amounts to a few students of the College who are recommended by the faculty to the Association.

5. A. A. U. W. Loan Fund. The American Association of University Women, Memphis Branch, provides a loan fund for girls who are recommended by the College. At the present time it amounts to \$200.00.

6. A. A. U. W. Gift Scholarship. Beginning in 1935-6, the Memphis branch of the A. A. U. W. will award a gift scholarship of \$50.00 each year to a junior or senior girl. Applications for this scholarship are to be made by January 1st each year to the A. A. U. W. Scholarship Committee, c/o the Dean of Women. In the award the following points are to be considered: College scholarship record of the applicant for the quarter preceding January 1, need for scholarship, intention to graduate from the College and general acceptability.

7. John W. Brister Loan Scholarship. On the occasion of the Twenty-first Birthday Celebration of this College the members of the faculty presented a fund of \$250.00 to be named in honor of President J. W. Brister.

8. The Zonta Club of Memphis has established a Loan Fund of \$50.00 to be increased from year to year, the same to be used as a scholarship loan for a junior or senior girl. Applications for the scholarship may be made to the Dean of Women and submitted for selection and approval to a Committee of the Zonta Club.

All applications for above scholarships or loans should be made in writing to Mr. G. H. Hayden, Chairman of the College Loan Fund Committee.

P. H. MANNING SCHOLARSHIP FUND

Mr. P. H. Manning, who was connected with the State Teachers College for a number of years from its beginning, as head of the science department and as dean of the College, left the bulk of his estate to be used by the State Board of Education to provide scholarships for young men students meeting the conditions as set forth in his will.

The scholarships are to be given on competitive examination to young men from the counties of Gibson, Henderson, Carroll and Decatur.

HONORS AND PRIZES

The Women's Association of the College offers a prize annually to that member of the Senior Class who, in the opinion of the faculty, has exhibited throughout her college course conspicuous evidence of worth in (1) scholarship, (2) womanliness.

STUDENT ACTIVITIES

Student Organizations.—Teachers College has a number of student organizations managed by the students with faculty advisers. These organizations give the student an excellent opportunity to develop initiative and qualities of leadership. There are four literary and social clubs which were organized during the first year of the institution: the Seymour A. Mynders Club, Phi Lambda Delta for men, the Sigma Alpha Mu and Kappa Lambda Sigma for women. Other clubs of the same character have been organized from time to time.

The Young Men's Christian Association and the Young Women's Christian Associations are contributing effectively to the moral and religious life of the student body.

Many departmental clubs have been organized for studies and exercises peculiar to the departments.

The young women living in Mynders Hall have an organization composed of all resident students known as the Women's Self Government Association.

The All-Students Club Council is the official representative body of student organizations. Its purpose is to coordinate and integrate the activities and relations of the organizations in the College for the best interests of all. While disciplinary matters are in the hands of the faculty, the All-Student Club Council helps to shape public opinion, co-operate actively with the administration, and acts as a clearing house between the students and the faculty.

The organizations which are now recognized and are eligible for representation in the All-Students Council are: the four original clubs named above, Phi Delta Sigma, Xi Beta Nu, Gamma Tau Alpha, Zeta Chi, Delta Phi Delta, Pan Hellenic Council, Latin Club, Sock and Buskin Club, Debating Club, Spanish Club, Parnassian Club, World Affairs Club, Ioka Wikekam, Association of Childhood Education, Episcopal Students Club, Methodist Students' Club, Annual Staff, Tiger Rag Staff, French Club, Y. M. C. A. and Y. W. C. A., Senior Class, Junior Class, Sophomore Class, Freshman Class, Student Council of Women's Dormitory, the "T" Club, Mathematics Club, English Club, Art Club, and Phi Beta Chi.

Student Publications.—*The Tiger Rag*, student weekly newspaper, provides timely news of college organizations and activities. It is an organ for the expression of student thought, and it works to create a wholesome school spirit and support the best traditions of the college. For interested students it provides training in useful and purposeful writing.

The DeSoto, college annual, is designed to record campus activities in an attractive and permanent form and forever keep alive all the unforgettable experiences of college life.

Athletics.—It is the aim of the Department of Physical Education not only to teach the significance of play in the life of boys and girls and to inculcate school spirit, co-operation, and high ideals of sportsmanship in the entire student body, but to train men and women who are to become teachers to go out with the definite preparation for teaching physical training and coaching athletics in the high schools.

The girls have regular classes in physical training, a special class in playground methods, and in addition intra-mural contests in basketball, volley ball and tennis.

The boys have regular work in gymnasium, a special class in athletic coaching, and an opportunity to represent the school in inter-scholastic contests in football, basketball, baseball and track.

The College is a member of the Southern Intercollegiate Athletic Association and is governed by its regulations.

Alumni Association.—The graduates and former students of the College are organized into an association for mutual help and pleasure. The Association meets annually during Commencement Week for the transaction of business. On the evening preceding the June Commencement the Annual Banquet is held, with the class for the year as guests of the Association.

MISCELLANEOUS INFORMATION

Post Office.—The State Teachers College is located in the eastern part of the city of Memphis. Students living in the dormitory should have their mail addressed c/o State Teachers College, Memphis, Tenn.

Railway and Baggage.—For a number of years the Southern Railroad maintained a station called Normal located adjacent to the school grounds. It is now maintained only as a flag stop. Students coming to State Teachers College via the Southern Railroad may get off at Normal, but trunks which they have checked will be carried to the Union Station. Arrangements may be made with the college authorities for delivery of these trunks to the College.

Special Advantages.—In addition to the usual school advantages, the College offers its students many opportunities that are considered especially valuable.

All of the large libraries in the City of Memphis furnish free use of their books and buildings to the students of the College.

The students of this institution are given free admission to the lecture course of Goodwyn Institute, probably the most extensive and celebrated course of its kind in the United States. The students have the opportunity of hearing Shakespearean attractions, symphony orchestras, grand operas, and musical artists, a privilege denied those attending schools in smaller places.

Leading business and manufacturing enterprises of the city offer free inspection and study of their business methods and plans to classes of the college students accompanied by their teachers.

In addition to the Training School, students have the advantage of observing teaching and management in the splendid public school systems of the City of Memphis and Shelby County. The various classes and buildings are open for their observation and study.

Health.—The health of the college students during the years of its experience has been exceptionally good. No serious illness has occurred, and none due to local causes. Every attention is paid to sanitary conditions about the school buildings and grounds, and precaution is taken to guard the health of all in attendance.

The water supply is pure and delightful. It comes from two artesian wells bored to a depth of four hundred and fifty feet, and is pumped daily into a large storage tank.

A geological survey of West Tennessee shows the source of this water to be the rainfall in the area of the State between Collierville and Grand Junction. After percolating through twenty-five to fifty miles of sand, it reaches wells which pierce the water-bearing stratum at a depth of from two hundred and fifty to seven hundred and fifty feet below the surface of Memphis. Wells shallower than this receive only the rainfall of their immediate vicinity. (United States Geological Survey, Water Supply Paper No. 164.) That this enormous "filter bed" thoroughly purifies the water is evidenced by the analysis made in the laboratory of the College.

Co-operation.—The Teachers College regards itself as an integral part of the public school system of Tennessee and recognizes the need of the closest co-operation with the county and city school authorities. It has, accordingly, constantly endeavored to serve faithfully all public school interests, especially by the preparation of better teachers for the schools. In this work it has received the hearty support of the school authorities and it hopes its future activities will merit a continuance of their support.

Superintendents Conference.—Annually the County and City Superintendents of West Tennessee hold a conference during the Summer Quarter of the State Teachers College. These conferences have been stimulating and profitable. All County and City Superintendents of West Tennessee are cordially invited and urged to attend. The State Commissioner of Education and other representatives of the State Department attend and participate in these annual conferences.

School Positions.—The State Teachers College is not a teachers' agency and it can not guarantee positions to its graduates or undergraduates. It endeavors, however, to place students with satisfactory records in good school positions and it invites County and City School authorities to make use of its Placement Bureau in securing desirable teachers.

TEACHERS' CERTIFICATES

Under the law no person is allowed to teach in Tennessee who does not hold a certificate issued by the State Department of Education. Certificates are issued as follows:

1. **Elementary Certificates.** An elementary certificate may be issued to a person who has (1) completed six quarters, 72 weeks, in a college or university approved by the State Commissioner and the State Board of Education; (2) who has completed a minimum of 90 quarter hours credit, 18 of which are in education.

2. **High School Certificates.** A permanent professional high school certificate may be issued to a person who (1) has graduated from a four year college or university approved by the State Commissioner and State Board of Education; (2) has completed at least 27 quarter hours in education as prescribed by the State Commissioner and the State Board of Education; (3) has completed not less than 18 quarter hours of credit in each subject to be taught, and such additional credits in certain subjects as the State Board and State Commissioner of Education may prescribe.

3. **County Superintendents Certificate.** A permanent professional certificate for County Superintendent may be issued to a person who has (1) graduated from a college approved by the State Board of Education; (2) completed 27 quarter hours in education as prescribed by the State Board of Education; (3) had 24 months experience as teacher or supervisor; (4) who is not less than twenty-four years of age.

4. **Supervisor's Certificate.** A permanent professional certificate shall be issued to the applicant who (1) is a graduate of a college approved by the State Commissioner and State Board of Education; (2) has completed at least 27 quarter hours in education including general and special methods, school supervision and administration; (3) has had at least twenty-four months experience in actual school work; (4) is not less than twenty-four years of age.

5. **Certificates by examination.** Certificates are also issued by examination conducted at times and places designated by the State Department of Education. Certificates are not issued to persons under eighteen years of age.

CURRICULA AND COURSES OFFERED

Two general curricula are offered:

1. **A Four-Year Curriculum—Curriculum A.**—Three quarters each year, designed to train teachers, principals and supervisor of elementary and consolidated schools. Special courses are offered in this curriculum for primary and intermediate grade teachers. Students completing the first two years of this curriculum, with certain prescribed subjects, will be entitled to permanent certificates to teach in the elementary schools of the State. Such students can enter the Junior year of the College and count all credits made in the first two years at face value toward a degree.

2. **A Four-Year Curriculum—Curriculum B.**—Three quarters each year, designed to train teachers for high school grades. The four-year curriculum includes certain constants and permits of sufficient election to assure two or more majors and minors. In arranging majors and minors the prospective teacher should have in mind the probable combination of subjects in the high schools of Tennessee.

Students completing a four-year curriculum will be granted the degree of Bachelor of Science which will entitle them to certificates to teach in the fields indicated or to qualify for the position of County Supervisor or Superintendent, provided certain special requirements as to age and experience are met.

3. **A Two-Year Curriculum—Curriculum C.**—Designed to train teachers for elementary schools. Students completing this curriculum will be entitled to a permanent professional certificate to teach in the elementary schools of the State. They may enter the Junior year of Curriculum A and complete the requirements for the Bachelor of Science degree in six additional quarters.

In each department courses are offered for one or more years. They are numbered as follows: Freshman year, 100 to 199; Sophomore year, 200 to 299; Junior year, 300 to 399; Senior year, 400 to 499.

Forty-eight to fifty-one quarter hours of credit constitute a year's work. Students in general are expected to take the courses corresponding to their respective years. They cannot make more than twelve hours in the courses of the years above or below. Students with as few as ninety-six quarter hours of credit may not elect courses numbered above 300. They may not elect courses above or below the adjacent year without special permission from the dean and the instructor. In the tabulated curricula certain electives are allowed. Electives are to be chosen by subjects and must be continued at least through the year if the curriculum permits.

MAJORS AND MINORS

In both Curricula A and B leading to the B.S. degree one major subject carrying at least 36 quarter hours of credit, one minor with at least 27 quarter hours, and a second minor of 18 quarter hours, are required.

A major consists of 36 quarter hours in any one subject in which the College offers courses covering four years, provided that at least six quarter hours shall be in courses of each of the four college years; or 36 quarter hours from one of the following groups, at least 27 quarter hours in one subject of the group, and 9 hours from another subject of the same group:

Group 1—Biology, chemistry, physics.

Group 2—Economics, geography, history, sociology.

Group 3—Chemistry, home economics.

Group 4—French, Latin, Spanish, English.

Group 5—Drawing, music, physical education.

CURRICULUM A **FOUR-YEAR CURRICULUM FOR ELEMENTARY TEACHERS LEADING TO THE** **DEGREE OF BACHELOR OF SCIENCE**

First Quarter

English 100	Cr. 3
Geography 110 or History 101	3
Health or Science	4
Physical Education	1
Major	3
Elective	3
Education 200	3
English 200	3
History 200	3
Physical Education	1
Elective	4

Second Quarter *Freshman Year*

English 101	Cr. 3
Geography 111 or History 102	3
Health and Science	3-4
Physical Education	1
Major	3
Elective	4-3

Sophomore Year

Education 205 or 206	3
English 201	3
History 201	3
Major	3
Physical Education	1
Elective	4

Junior Year

Education 301a	3
Major	3
First Minor	3
Second Minor	3
Elective	4
Education 402a	3
Major	3
First Minor	3
Elective	7

Senior Year

Education 402b	3
Major	3
First Minor	3
Elective	7

Third Quarter

English 102	Cr. 3
Geography 112 or History 103	3
Health or Science	3-4
Physical Education	1
Major	3
Elective	4-3

Education 201a, c, d, or e	3
English 202	3
History 202	3
Major	3
Physical Education	1
Elective	4

Education	3
Major	3
First Minor	3
Second Minor	3
Elective	4
Education 400	3
Major	3
First Minor	3
Elective	7

NOTES ON CURRICULUM A

1. If English or geography or history is selected as the major subject, some other subject carrying at least nine hours credit each year must be selected instead of the major prescribed.
2. Music and drawing, three quarter hours each, may be elected in the freshman year. If not, they must be taken later to complete Curriculum A.
3. Physical education is required of all students in the freshman and sophomore years unless excused on a physician's certificate.

CURRICULUM B **FOUR-YEAR CURRICULUM FOR HIGH SCHOOL TEACHERS LEADING TO THE** **DEGREE OF BACHELOR OF SCIENCE**

First Quarter

English 100	Cr. 3
History 101 or Science.....	3 or 4
Major	4 or 3
Physical Education	1
Group Elective	3
Elective	3

Second Quarter *Freshman Year*

English 101	Cr. 3
History 102 or Science.....	3 or 4
Major	3
Physical Education	1
Group Elective	3
Elective	4 or 3

Sophomore Year

Education 200	3
English 200	3
History 200	3
Major	3
Physical Education	1
Elective	4

Junior Year

Education 301b	3
Major	3
First Minor	3
Elective	7

Senior Year

Education 401	3
Major	3
First Minor	3
Elective	7

Third Quarter

English 102	Cr. 3
History 103 or Science.....	3 or 4
Major	3
Physical Education	1
Group Elective	3
Elective	4 or 3

Education 211	3
English 202	3
History 202	3
Major	3
Physical Education	1
Elective	4

Education	3
Major	3
First Minor	3
Elective	7

Education 404	3
Major	3
First Minor	3
Elective	7

NOTES ON CURRICULUM B

1. If English or history or science is selected for a major subject, some other subject carrying at least nine hours credit each year must be selected instead of the major prescribed in the Freshman year.
2. Group electives are confined to courses of a sequential nature in the same subject running through the year.
3. Physical education is required of all students in the freshman and sophomore years unless excused on a physician's certificate.

CURRICULUM C **A TWO-YEAR CURRICULUM FOR ELEMENTARY TEACHERS**

(Students desiring a permanent elementary certificate earned on two year college credit must take this curriculum.)

First Quarter		Second Quarter <i>Freshman Year</i>		Third Quarter	
Art 100	Cr. 1	Art 101	Cr. 1	Art 102	Cr. 1
Education 101a	3	Education 101b	3	Education 112	3
English 100	3	English 100	3	(Math. 110)	
Geography 110	3	Geography 111	3	English 100	3
History 101	3	History 102	3	Geography 112	3
Health 100	3	Health 101	3	History 103	3
Phys. Ed.	1	Phys. Ed.	1	Health 102	3
	17		17	Phys. Ed.	1
					17
		Sophomore Year			
Art 200	1	Art 201	1	Art 202	1
Education 200	3	Education 206	3	Observation	3
English 200	3	English 201	3	English 205	3
History 200	3	History 201	3	History 202	3
Biology	3 or 4	Biology	3 or 4	Biology	3 or 4
Physical Ed.	1	Physical Ed.	1	Physical Ed.	1
Music 110	2	Music 111	2	Music 112	2
	16 or 17		16 or 17		16 or 17

Physics or Chemistry may be substituted for Biology in the second year. Unit courses may be substituted for Education in the first year. Music 110, 111, and 112 may be taken in freshman or sophomore year.

DETAILED STATEMENT OF COURSES OFFERED DURING THE YEAR

Courses numbered from 100 to 199 are of freshman rank; 200 to 299, sophomore rank; 300 to 399, junior rank; 400 to 499, senior rank. Figures in parenthesis following the subject of a course indicate the number of quarter hours of credit.

Department of Education

Mr. Hughes, Mr. Steere, Mr. Deen, Mrs. Rodgers, Miss Covington

101a—The Teaching of Reading in the Early Elementary Grades. (3).

A review of studies in the psychology of reading; collection and evaluation of reading material; analysis of special disabilities in reading, and remedial methods.

105—Classroom Management. (3).

This course deals with the problems involved in the organization of the class room for efficiency and economy in instruction; promotion plans; bases for classification; daily schedules; marking systems records and reports; classroom equipment, etc.

109—Types of Teaching. (3).

Lectures and readings on the best uses of the recitation and study periods; variations in plans of recitation and supervision of study as determined by different types of learning involved in school subjects and by different objectives to be attained.

112—Same as Mathematics 110—The Teaching of Arithmetic in the Elementary Grades. (3).

200—General Psychology. (3).

An introduction to the study of the problems of human behavior and conduct by scientific methods. A study of the biological and psychological foundations of behavior. The aim of the course is to acquaint the student with the fundamental laws on which the educative process is based and to open up to him the possibilities of scientific education.

201a—Early Elementary Education. (3).

This course deals with the relations of the child with his environment. Includes a brief history of kindergarten and primary education, with special emphasis on recent developments.

201c—Social Science in the Elementary School. (3).

Activities and studies concerning the interests related to home life, to local community, and to common experiences of children.

201d—Natural Sciences in the Elementary School. (3).

The Science of things about us—birds, trees, flowers and natural phenomena. Includes a study of children's literature in this field.

201e—Literature in the Elementary Schools. (3).

Survey of fairy tales, fables, myths and legends, hero tales, stories and poetry.

205—Educational Psychology. (3).

This course is a continuation of Education 200, with special emphasis on the application of psychology to the problems of teaching; laws of learning and their applications to the school subjects.

206—The Psychology of Childhood. (3).

The purpose of this course is to acquaint the prospective teacher with the laws of growth and development on which educational methods should be based.

207—The Psychology of Adolescence. (3).

A study of the characteristics of the adolescent stage of development that should be taken into account in teaching and planning the high school course of study and in the supervision of the extra-curricular activities in the high school.

211—History and Principles of Secondary Education. (3).

A study of major problems of secondary education; the course of study and organization of instruction; student organization and government; relation of secondary education to elementary and higher education; standards and requirements for Tennessee high schools.

213—Children's Activities. (3).

Applications of the unit of work plan in the primary grades; motivation of learning number and reading through play; survey of the literature on the subject; one lecture and four hours laboratory a week.

215—Modern Rural School Methods. (3).

This course is planned especially for those who will teach in rural schools. The aim is the practical adaptations of modern educational principles and methods to rural school situations.

301a—Psychology of Elementary Education. (3).

A study of the principles of psychology underlying the most effective instruction in the elementary school subjects. The mental processes involved in handwriting, reading, spelling, history, geography, mathematics, and nature study. Methods will be treated incidentally, but the main purpose is to prevent the psychological bases for the social methods to be used.

301b—Psychology of Secondary Education. (3).

This course is organized on the same plan, and follows the same purpose as Education 301a, with reference to the subjects taught in high school.

302—History and Philosophy of Education. (3).

A survey of the great contributions to modern culture in the sciences, art, literature, philosophy, and religion, and the relation of scientific, cultural, and social movements to education.

303—Psychology of Personality. (3).

This course emphasizes the personality of the teacher as the most important factor in the educative process. The contributions of Watson, Freud, Jung, Adler, and of psychiatry to the problem of personality are discussed. Some techniques for the study of personality are introduced. Fee, 50 cents.

304—The Study of Exceptional Children. (3).

This course is a continuation of Education 303 and emphasizes the importance of mental hygiene and character development as educational objectives. The program provides for individual studies in the literature on children's behavior problems, for case studies, and for group testing. Fee, 50 cents.

309—Educational Measurements. (3).

This course deals with the principles underlying the construction of objective tests, with practice in the construction of new type tests, and with the elements of statistical procedure necessary for the interpretation of school measurements.

310—Supervision of Instruction. (3).

This course is designed for supervisors and principals of elementary and consolidated schools and others whose duty it is to improve classroom instruction.

310a—Improvement of High School Instruction. (3).

311—Public School Administration. (3).

The purpose of this course is to make the student acquainted with the administrative problems involved in teaching or in supervision in village and rural schools. The relation of teachers to supervisors and principals, and of principals to superintendents and state and county officials will be emphasized. At least one-third of the time will be devoted to a study of the Public School Laws of Tennessee.

312—High School Administration. (3).

The Tennessee high school laws and the standards set up by the State Board of Education for high schools; problems met in the adjustment of the schools to these requirements; the administration of athletics and other extra-curricular activities, and discipline, schedules, records, etc.; the Public School Laws of Tennessee.

400—The Elementary School Curriculum. (3).

This course consists mainly of research in the literature of curriculum making. The leading textbooks on the subject will be studied, together with the courses of study of representative city and state systems, school surveys, committee reports, and educational journals. The purpose of the course will be the determination of the objectives and content of the work of each grade from the first to the eighth.

401—Materials and Methods in the Major Subject. (3).
(Given by instructors in other departments.)

402a and b—Teaching in the Elementary Grades, for seniors in Curriculum A. Five hours a week. (3).

403—Teaching in Minor Subject in High School Grades, for seniors in Curriculum B. Five hours a week. (3).

404—Teaching the Major Subject in High School Grades, for seniors in Curriculum B. Five hours a week. (3).

Division of Art

Miss McCormack

ART 100 and 101—Drawing and Handwork for Primary Grades. (1).

Text: Loose-leaf notebooks. This course has been planned to meet the needs of the primary teachers. It includes paper folding, designing, elementary free hand drawing of objects and nature drawing.

Two Quarters—Two hours a week.

ART 102—Drawing and Hand-Work for Intermediate Grades. (1).

Text: Loose-leaf notebook.

A program of work in drawing, design and handwork consisting of lettering, cardboard and paper folding. Two hours a week.

ART 200, 201 and 202—Representative Drawing and Applied Design.

(1, each quarter.)

A study of the principles of design. Composition and application of design. Poster work, lettering, interior decorating and basketry. Two hours a week.

PENMANSHIP 100, 101—The Teaching of Penmanship. (1).•

Text: Palmer's Method of Business Writing. An easy, legible business style is taught with the development of proper movement. The main purpose of the course is pedagogical. Offered each quarter. Two periods a week.

Department of Biological Science

Mr. Moore, Mr. Freeman

BIOLOGY

100—Nature Study. (3).

A course to encourage an interest in living things in relation to their environment, to develop the observational powers of the student, and to discover the aesthetic and cultural values of Nature Study in the grades. Two hours lecture and two hours field or laboratory work each week.

102—Winter Botany. (3).

This course follows 100. A study will be made of both deciduous and evergreen trees, methods of food storage by biennial and perennial plants, the seeds and fruits of annuals, and environmental factors affecting plants in winter. One hour lecture and four hours field or laboratory work each week.

103—General Biology. (Plant Biology). (4).

A survey course designed to introduce students to fundamental biological principles and processes studied from the standpoint of natural history, identification characteristics, physiological functions, adaptation, interrelationships, and economic importance. Three lectures and two laboratory hours each week.

105—Zoology. (4).

A continuation of Biology 103 in which the same plan of study is applied to invertebrate animals exclusive of Arthropoda. Three lectures and two laboratory hours each week.

106—Zoology. (4).

A continuation of Biology 105 in which the same plan of study is applied to the Arthropoda and to selected types of vertebrate animals. Three lectures and two laboratory hours each week.

200—General Botany. (4).

The structure and physiology of the higher seed plants will be studied. Two lectures and four hours laboratory each week.

201—General Botany. (4).

The morphology and classification of the lower plant forms, especially the algae, the fungi and the mosses. Two hours lecture and four hours laboratory each week. Prerequisite, Biology 200.

202—General Botany. (4).

A continuation of 201, dealing especially with ferns and gymnosperms, also the geographical distribution and general ecological relations of plants. Two hours lecture and four hours laboratory each week.

203—Field Botany. (4).

A study of the families of spring flowers, the collection, naming and mounting of representative specimens. This course may be taken in the spring quarter of the freshman year. Three hours lecture and two hours laboratory each quarter.

211—Entomology. (4).

An introductory course in which emphasis is placed upon insects of economic importance. A representative mounted collection of local insects is required. Two lectures and four hours of laboratory each week.

220—Fruit Growing. (3).

A study of the principles of fruit growing, with special emphasis on the production of fruit for home consumption. Fruits regularly grown in home orchards of West Tennessee will be considered but emphasis will be placed upon apples, peaches, and small fruits.

230—Comparative Anatomy of Vertebrates. (4).

A comparative study of the organs and systems of selected forms of vertebrates. Two lectures and two laboratory periods a week. Prerequisite: Biology 105 and 106.

231—Comparative Anatomy of Vertebrates. (4).

Continuation of Biology 230. Two lectures and two laboratory periods a week. Prerequisite: Biology 230.

300—Genetics. (4).

The general principles of genetics are studied, but plant material mainly is used for demonstration. Three hours lecture and two hours laboratory each week. Prerequisite: twelve hours of Biology, including Biology 200 or 201.

302—Bacteriology. (4).

Microorganisms, especially bacteria, yeasts and molds, will be studied in their biologic and economic aspects. Open to juniors and seniors who have had Biology 201. Two hours lecture and four hours laboratory each week. Prerequisite: twelve hours of Chemistry.

310—Landscape Gardening. (3).

A study of landscape ornamental plants and planting plans.

315—History of Biology. (3).

The development of the biological sciences from early times and the influence of some of their contributions. Three lectures a week. Prerequisite: Twelve quarter hours credit in biological science.

320—Forestry. (3).

A study of trees in regard to their identification, strength and uses of wood, destructive agents, their requirements for growth, and their economic aspects. Two lectures and two laboratory hours each week.

340—Ornithology. (3).

A study of the habitats, migrations, nesting habits and the classification of birds. Field trips for recognition of the more common local birds will be organized as needed. Two lectures and two hours laboratory each week. Prerequisite: Twelve hours of Biology including Vertebrate Zoology.

350—Plant Physiology. (4).

The functions of the morphological parts of plants and their reaction to their environment. Three lectures and two laboratory hours each week. Prerequisite: Twelve hours in the biological sciences Biology 200 and 201 are desirable.

351—Plant Physiology. (4).

A continuation of Biology 350. Three lectures and two laboratory hours each week. Prerequisite: Biology 350.

352—Ecology. (4).

A study of the interactions between organisms and their environment. Consideration is given to plant and animal societies that develop in response to their environmental factors. Three lectures and two laboratory hours each week. Part of the laboratory will be done as field work. Prerequisite: Twelve hours in the biological sciences.

Note: Biology 350, 351 and 352 are offered in alternate years.

403—Plant Histology. (4).

A detailed study of plant tissues, and the killing, staining and mounting of sections to make permanent slides. Open to juniors and seniors who have had Biology 200 or 202. Two hours lecture and four hours laboratory each week.

408—The Teaching of Biology. (3).

Discussion and demonstration of the materials and methods of teaching Biology in high school. Prerequisite, sixteen hours of Biology including one quarter each of General Botany and General Zoology. Three lecture recitations per week.

Division of Commerce

Mr. Frizell

The purpose of this department is to train teachers for the increasing number of commercial positions being established in the high schools of Tennessee. Students preparing for such teaching positions should offer a major in the department of commerce as a part of their curriculum for the bachelor degree. Other students will be allowed to make a limited number of credits in this department as a part of their general college work.

100—Elements of Accounting. (3).

A discussion of simple business activities which brings out the need for accounting records and reports. Problems and short individual sets are studied to establish a foundation for these basic principles. Open to all freshmen.

101—Elements of Accounting. (3).

This course is a continuation of 100. Controlling accounts, columnar records, departmental records and accounts peculiar to a partnership are introduced.

102—Elements of Accounting. (3).

This is a study of the nature and characteristics of accounts used in corporation accounting. Problems and a short set illustrating the voucher system are used. A continuation of 101.

103—Beginning Typewriting. (2).

This develops the fundamental principles of touch typewriting. Accuracy, rhythm, and technique are stressed. Open to any who have not had high school typewriting.

104—Intermediate Typewriting. (2).

This is a continuation of 103. Emphasis is placed on letter writing. Speed and accuracy are further developed.

105—Advanced Typewriting. (2).

This is designed to review letter writing, arrangement of manuscripts; tabulation of statistics and reports; stencil cutting; and speed practice. A continuation of 104.

106ab—General Typewriting. (2-4).

This course is for those who desire a general knowledge of typewriting for their personal benefit. The fundamental principles of touch typewriting, with stress on accuracy, rhythm and technique, are the essential features. Open to all who have no previous knowledge of touch typewriting.

200—Fundamentals of Shorthand. (3).

A study of the elementary principles of shorthand. Open to sophomores or to freshmen who have had one year of high school shorthand.

201—Advanced Principles of Shorthand. (3).

A study of the advanced principles of shorthand, emphasizing brief forms and words of high frequency preparatory to laying a sure foundation for rapid dictation and transcription.

202—Shorthand Reading and Dictation. (3).

This course begins with a review of fundamentals. Then follows the reading and dictation of literary articles and business letters. A continuation of 201 for acquiring speed and facility of writing.

300—Principles of Accounting. (3).

A study of the classification of accounts that appear on balance sheets and statements of profit and loss; analysis of financial statements; and cost accounting. Open to all who have completed 100, 101 and 102 or their equivalents.

301—Secretarial Training and Office Practice. (3).

An advanced course in shorthand and typewriting, emphasizing advanced dictation and transcription, as well as a study of office practice and customs. Prerequisite, 202.

305—Business Law. (3).

This gives the student a usable knowledge of the basic principles governing Essentials of Contracts; the Law of Agency; the Law of Partnerships; and the Law of Corporations.

306—Business Law. (3).

A continuation of 305. The principal topics covered are Sales, Negotiable Instruments, Bailments, Real Property, Personal Property, and Insurance.

400—Business Administration. (3).

A study of the major problems in business organization and management. Some of the questions discussed are marketing, production, personnel, finance and standards and records. Open to juniors and seniors.

401—Business Administration. (3).

A continuation of course 400 with the analysis of a business problem.

Courses 100, 101, and 102 meet five times per week; course 300 meets four times per week; all courses in typewriting meet four times per week. Textbooks are used in all courses and are to be supplemented with library reference.

Department of English

Mr. Highfill, Miss Mays, Mr. Oldham, Mr. Brewington, Mrs. Hauser

Note: English 100, 101, and 102 are required of all Freshmen; English 200, 201, and 202 of all Sophomores. Students beyond the Freshman year found to be notably deficient in English will be required to pursue special work to remove the deficiencies.

100—English Fundamentals. (3).

Grammar and punctuation are carefully studied in this course, the object of which is to assure mastery of the sentence. Much corrective work will be done. A limited number of compositions will be written. Four book reports are required.

101—Rhetoric and Composition. (3).

The mastery of paragraph structure and the making of outlines for long themes are the objects of this course. The objectives are to be attained through the study of contemporary essays, and through weekly themes and conferences. Four book reports are required.

102—Rhetoric and Composition. (3).

This is a continuation of English 101 with emphasis on the long theme and different types of discourse, and with considerable attention to the methods of studying literature. Weekly themes and conferences and four book reports complete the requirements.

130—Public Speaking. (2).

A general introduction to oral speech, and a study of it as a type of expression. A study of standard English, placing emphasis on pronunciation and enunciation. Training in voice placement and tone control.

200—English Literature. (3).

A survey of the classics of English literature from the beginning to Wordsworth. Selections are studied in class, and the facts of literary history and biography are duly considered. Reports on outside reading are also required.

201—English Literature. (3).

Continuation of English 200—from Wordsworth to modern times.

202—American Literature. (3).

Designed to acquaint the student with the best of American literature, the procedure being the same as in English 200.

213—Dramatics. (3).

An introduction to the study of dramatics. A consideration of the methods of dramatic production in the high school. A study of stage setting, lighting, make-up, etc. A laboratory in producing plays. Three lectures and two laboratory periods a week.

214—Dramatics. (3).

Continuation of 213.

220—The Teaching of English Grammar. (3).

A library course in the teaching of elementary and high school grammar.

221—Debating. (3).

A study of the principles of debating. Analysis of the propositions for annual intercollegiate debates, with special emphasis on briefing and delivery.

222—Practical Debating. (1).

Preparation of, and participation in, intramural and intercollegiate debates.

230—Public Speaking. (2).

A study of methods of teaching reading and public speaking in the upper grades and the high school.

300—Modern Drama. (3).

Thirty-five modern plays will be read and discussed from the standpoint of interpretation and structure.

301—Short Story. (3).

A critical study of forty short stories. Each student will be required to write two short stories.

302—Shakespeare's Plays. (3).

A study of four of Shakespeare's plays from the viewpoint of the high school teacher, with special consideration of the Shakespearean vocabulary, plot, and characterization.

303—Advanced Composition. (3).

A practical course in writing prose. Open only to students who are proficient in the fundamentals of writing.

305—Nineteenth Century American Prose. (3).

An intensive study of selected American prose writers of the nineteenth century. (Formerly English 204.)

306—Nineteenth Century American Poetry. (3).

An intensive study of the major American poets of the nineteenth century.

310—Tennyson and Browning. (3).

An intensive study of selected poems of different types produced by each poet. Their philosophy and religion will be considered, as well as their connection with forerunners and successors.

311—The Poetry of Milton. (3).

A study of the poetry of Milton.

312—Study and Writing of the One-Act Play. (3).

A critical study of thirty one-act plays. Each student will be required to write two one-act plays, which will be tested by production in the laboratory theatre.

400—Development of the Novel. (3).

Eight novels, representing different periods and movements, will be studied.

402—British Essayists of the Nineteenth Century. (3).

Some consideration will be given to the development of the essay as a literary form, but the principal interest of the course lies in an intensive study of the style, philosophy and influence of the major English essayists of the century.

403—Shakespeare's Plays. (3).

Twelve of Shakespeare's plays will be studied, with special attention to the development of the poet's style and his achievement as a dramatist.

405—Development of the Drama in England. (3).

The drama will be studied with reference to the various influences to which it has been subjected from the beginnings in the Miracle and Morality plays through the Elizabethan and Jacobean periods.

406—Romantic Poets of the Nineteenth Century. (3).

A careful study will be made of the great British poets who flourished between 1798 and 1832. The beginnings of the Romantic movement in the previous century and their continuation in the great poets of the period will be noted.

407—The Victorian Poets. (3).

The major British poets (exclusive of Browning and Tennyson) who flourished between 1832 and 1900 will be studied.

410—Materials and Methods in High School English. (3).

Survey of the problems in the teaching of grammar, reading, and literature in the junior and senior high schools.

411—Poetry of Chaucer. (3).

As many of the Canterbury Tales as possible will be read and discussed in class.

420—Modern Fiction. (3).

The representative works of leading recent and contemporary novelists will be read. Schools and tendencies will be carefully studied.

421—Modern Poetry. (3).

Much reading will be required in the work of recent and contemporary English and American poets. Lectures will be given on movements and tendencies.

422—Prose Studies. (3).

A course in the reading and criticism of some of the more important prose works of the recent and contemporary periods. Much option will be granted in the choice of books for review, which will be both English and American, and both novels and miscellaneous works.

423—Verse Studies. (3).

A course in the reading and appreciation of important poets and schools of poetry, both English and American, in recent literary history.

425—Teaching English Composition. (1 to 3).

The grading and correcting of themes are the objects of this course. Students are required to master handbooks and other English aids, to write themes, to read widely for the purpose of securing a variety of suitable material for themes, and to correct the themes of other students. The course may be taken for credit three quarters.

450—Goethe's *Faust* in English. (3).

An intensive study of an English translation of *Faust*, will be made. Other important works of Goethe will be read out of class and his philosophy and influence will be considered.

451—The *Divine Comedy* of Dante. (3).

The *Divine Comedy* will be read in English translation. Reports and lectures on the literary, philosophical, and historical backgrounds of Dante will constitute a part of the class work.

LIBRARY SCIENCE

This course is planned to meet the needs for instruction in the use and management of small libraries. It consists of lectures on cataloging and classification, reference work and compilation of bibliographies. Practical application of the material covered is required of the student. The routine of library management is thoroughly discussed.

Department of Foreign Languages

Miss Smith, Miss Thomas, Miss Heiskell, Mrs. Heatherly

LATIN

Latin is taught as a language and literature valuable in itself as a means of the best intellectual and cultural training; as a means of learning English; as the chief source of technical terms used in the sciences and the law; and as the key to general knowledge.

The Johnson Memorial Library, with its several hundred volumes in Roman antiquities and Latin literature, offers splendid advantages to the student preparing to be a Latin teacher. Supplementary work in this library is a part of the required curriculum.

Much pleasure and profitable work are found in the activities of the department through the Latin Club. Classic plays are given by the club each year, the costuming and staging of pageants being done by the students. The several classes in the department take charge of the bi-weekly programs and the annual Latin tournament and banquet.

Courses 100, 101, 102, and 120 are open to high school graduates who enter with two units in Latin.

Courses 110, 304, 403, 404 are given in English and are open to students who have not had any Latin.

100—Cicero's *Orations Against Catiline*; Latin Prose Composition. (3).

101—Advanced Latin Grammar and Composition. (3).

This course will include the orderly presentation of the essential

facts of the grammar, the translation of connected English into idiomatic Latin, and the study of the style and structure of Latin discourse.

102—Cicero Pro Marcello, Pro Archia, Pro Lege Manila. (3).

103—Vergil's Aeneid, three books. (3).

110—Greek and Roman Mythology. (3).

Lectures, library assignments, scrap-book work, dramatization.

Course given in English. Open to students not taking Latin.

120—Ovid—Selections from Metamorphoses, Fasti, Tristia. (3).

121—Livy—Parts of Books XXI-XXII. (3).

A study of Livy's style and peculiar treatment of a narrative as a historian.

122—Cicero's Essays. De Amicitia. De Senectute. (3).

200—Pliny's Letters. (3).

201—Plautus' Captivi, with a study of Roman Comedy, its relation to Greek and to modern comedy. (3).

202—Vergil. Books VI-XII of Aeneid. (3).

203—Advanced Latin Grammar and Composition. (3).

A continuation of Latin 101.

300—Horace's Odes and Epodes. (3).

301—Tacitus' Agricola. (3).

302—Cicero's Letters. (3).

303—Terence's Phormio, with attention to Roman manners, and to structure of Roman comedy. (3).

304—Roman Public and Private Life. (3).

An outline of Roman history in Later Republic and in the Augustan Age, giving the setting for careers of prominent Romans. The course is designed as a background for all courses in Roman literature, and is open to students who have had no Latin.

400—Catullus, with attention to the development of the Latin lyric. (3).

401—Teaching Caesar. (3).

This is a course for the organization of the vocabulary and syntax of Caesar; the geography and history connected with the Gallic war; a type study of the Battle of Alesia; of the material selected for reading in the second year of high school. In this course the students are required to read widely in the writings of Caesar and to become familiar with his career.

402—Materials and Methods in Latin. (3).

The organization of the Latin course in high school, dealing with the acquisition and presentation of materials, aims, values, features of classroom practices, reference books, devices, correlation. Required for major in Latin.

404—Greek and Roman Art. (3).

This course will enable the Latin teacher to know and make available to students a large body of material in foreign and American museums.

408—The Mediterranean World. (3).

This course is a survey of the historical civilization, with special emphasis for Latin teachers.

Students who major in Latin are required to take thirty-six quarter hours of Latin, twenty-seven of which must be in the Latin language and eighteen hours of which must be chosen from courses numbered from 200 or above. A group major may consist of twenty-seven hours in Latin and nine in French or Spanish. In this combination, eighteen hours must be from courses in Latin numbered 200 or above.

FRENCH**100, 101, 102—First Year French. (3, each quarter).**

Pronunciation, grammar, content reading.

Open to students who have had no French.

200, 201, 202—Second Year French. (3, each quarter).

Vocabulary building, content reading.

300, 301, 302—Masterpieces of French Literature. (3, each quarter).**303, 304, 305—Modern French Drama. (3, each quarter).****400, 401, 402—French Drama. (3, each quarter).****403, 404, 405—French Novel. (3, each quarter).****406, 407, 408—Survey of French Literature. (3, each quarter).****SPANISH****106, 107, 108—First Year Spanish. (3, each quarter).**

Pronunciation, grammar, content reading.

Open to students who have had no Spanish.

206, 207, 208—Second Year Spanish. (3, each quarter).

Vocabulary building, content reading.

306, 307, 308—Masterpieces of Spanish Literature—A Survey Course. (3, each quarter).

Content reading, advanced composition, conversation. Prerequisite Spanish 208 or equivalent.

310—Commercial Spanish.

320, 321, 322—Spanish Classics in English. (1, each quarter).

409, 410, 411—Spanish Drama. (3, each quarter).

412, 413, 414—Spanish Novel. (3, each quarter).

415, 416, 417—Survey of Spanish Literature. (3, each quarter).

410—Materials and Methods in Modern Languages. (3).

NOTE—No credit in Freshman language for less than three quarters work.

Department of Health and Physical Education

Dr. Tripp, Mr. Curlin, Mrs. Blackman

Physical Education is required in the schools of Tennessee. All freshmen and sophomores of the Teachers College are required to take physical education two hours per week unless excused on a physician's certificate. Six quarters' work in physical education is required for graduation. Three of these must be Physical Education 100, 101, 102.

Courses are planned with the following aims: (1) To furnish healthful exercise and recreation; (2) to meet the demand of all elementary and high school teachers conducting certain classes in physical education; (3) to train men and women as leaders in physical education, physical directors and coaches.

Special arrangements will be made for those who are physically unable to take the regular courses in physical education. Beginning students in this group are required to register for Physical Education 100a and must report to the gymnasium, where special assignments will be made.

Women taking work in physical education must provide tennis shoes and regulation uniforms; men must provide white athletic shirts and white trunks, and rubber shoes.

All students are required to report to the head of the Health Department for physical examination. This is for the purpose of advising them not only as to physical exercises, but along general health lines.

HEALTH

100—Physiology. (4).

A course in human physiology from the standpoint of college students and teachers. Three lectures and two hours laboratory each week.

101—Personal Hygiene. (3).

A survey of factors which affect personal health and introduction of methods used in preventing disease in the individual. Three lectures a week. Prerequisite: Health 100.

102—Community Hygiene. (3).

Introduction to methods used in preventing disease in the community. Three lectures a week. Prerequisite: Health 100.

200—School Hygiene. (3).

Study of methods designed to promote the health of school children through the detection and correction of physical and mental defects, limitation of preventable diseases, maintenance of a healthful mental and physical environment, training in health habits, and the cultivation of desirable attitudes towards life. Three lectures a week. Prerequisite: Health 100.

201—Health Education. (3).

Study of classroom problems in hygiene and of material recommended for classroom use at various levels. Three lectures a week. Prerequisite: Health 100 and 200.

PHYSICAL EDUCATION

100, 101, 102—Physical Education. (1, each quarter).

Elementary work in marching, calisthenics, rhythmical games, plays and activities providing exercise. Required of all freshmen. Three quarters, two hours a week.

100a—Special assignments for those unable to take the regular courses in physical education.

103—Rural School Activities. (1).

Organized ball games and activities providing exercise and recreation suitable for rural schools. Rainy day programs for indoor games will be given. Two periods a week.

107—Tennis. (1).

Credit for beginners only.

108—Swimming. (1).

Offered during summer quarter.

200, 201, 202—Physical Education. (1, each quarter).

Course planned mainly for sophomores. A continuation of 100, 101,

102, giving activities suitable for high schools.

204—Singing Games. (1).

205—Coaching of Competitive Games. (1).

This course will give a theoretical and practical knowledge of coaching the four major sports—football, baseball, basketball, and track. This course will not be given unless sufficient number register to justify it.

206—Plays and Games. (1).

Mass and group games for all ages.

207—Playground Methods and Activities. (3).

Given in spring quarter.

208a, 208b, 208c—Folk Dancing, (1, each quarter).

Three quarters. Two periods a week.

209—Community Recreation. (1).

A course involving games, recreation, and social activities for community meetings.

209a—Twilight Recreation and Story Telling Hour on the Campus.

Two periods a week. No credit.

210—Teaching Physical Education. (3).

A course in teaching and organization of physical education for elementary and high schools.

212a—Scout Leadership. (3).

General training in Scout work, including organization of troops, first aid, fire building, nature study, camping, signalling, outdoor games and contests.

Department of Home Economics

Miss Henderson, Miss Chappell

The Department of Home Economics desires to be of service to two classes of students: First, to those who are preparing to teach Home Economics in the junior and senior high schools of the State; second, to those who desire to take some Home Economics courses for their own benefit.

Students in foods courses provide white smocks and white head bands for laboratory. Students in clothing courses provide materials subject to approval of instructor.

It is recommended that students majoring in Home Economics take the following courses: 100, 101, 102, 204, 205, 206, 300 or 302, 301, 304, 305, 306, 307, 407, 410, and 411.

Any courses offered may be counted as credits on a major except 103, 104 and 105.

Home Economics 408 is also required of students majoring in this department, but it may be counted as credit in education. Students majoring in Home Economics are advised to take a major or first minor in chemistry, or in chemistry and biology combined.

The following courses in Home Economics have no special pre-requisites and are open to all students: 100, 102, 103, 104, 105, 204, 303, 307, 407, 410, 411.

TEXTILES AND CLOTHING

100—Art and Design. (3). Miss Chappell.

The aim of this course is to give some appreciation of the principles of design and color theory. Simple problems in design, color, and craft-work give opportunity for practical application of the principles studied.

Text: Goldstein and Goldstein, *Art in Every Day Life*. One single and two double periods a week.

101—Elementary Clothing. (3). Miss Chappell.

Fundamental principles of garment construction, with special attention to problems in fitting. Construction of undergarments and cotton or linen dresses. Study of sewing machine and of the use and alteration of commercial patterns.

Prerequisite: Home Economics 100. One single and two double periods a week.

102—Textiles. (3). Miss Chappell.

An intensive study of textiles, including the history, source, culture, and manufacture of the principal fibres; analysis of the weaves and the testing of various materials; identification of standard fabrics.

Text: Hess, Textile Fibers and Their Uses. Two single and one double period a week.

103—Short Course in Clothing. (1). Miss Chappell.

A study of clothing selection, the clothing budget, ready-made clothing, care and laundering of clothing, merchandising problems. No construction. No prerequisites. Not open to Home Economics majors or those who have had 101, 102, 300, 302, or 305. One single period a week.

300—Dressmaking I. (3). Miss Chappell.

Problems in wool dress construction. Use and adaptation of commercial patterns.

Prerequisites: Home Economics 100, 101. One single and two double periods a week.

302—Dressmaking II. (3). Miss Chappell.

Problems in silk dress construction.

Prerequisites: Home Economics 100, 101, and preferably 300. One single and two double periods a week.

305—Children's Clothing. (3). Miss Chappell.

Selection, design, construction and care of clothing for various age groups.

Prerequisite: Home Economics 100, 101. One single and two double periods a week.

FOODS AND NUTRITION

104—Short Course in Foods. (1). Miss Henderson.

A study of the selection of food. No prerequisites. Not open to Home Economics majors or those who have had 204 and 205. One single period a week.

204—Food Preparation and Selection. (3). Miss Henderson.

A study of the various common food materials as to composition, selection, cost, and the fundamental processes of cookery.

Text: Justin, Rust and Vail, Foods. One single and two double periods a week.

205—Home Cookery and Table Service. (3). Miss Henderson.

The planning, preparation, and serving of meals in the home.

Prerequisite: Home Economics 204.

Text: Bailey, Meal Planning and Table Service. One single and two double periods a week.

206—Elementary Nutrition. (3). Miss Henderson.

A study of the nutritive value of food and of the factors influencing the body food requirements.

Text: Bogert, Nutrition and Physical Fitness. Three single periods a week.

304—Demonstration Cookery. (3). Miss Henderson.

This course affords students practice in giving demonstrations in cookery. It also includes some study of the organization and judging of club contests.

Prerequisites: Home Economics 204, 205, and 206. One single and two double periods a week.

306—Nutrition. (3). Miss Henderson.

A study of the physiology and chemistry of digestion and metabolism, with emphasis on the nutritive values of food for the individual throughout infancy, childhood, adolescence, adult life and old age, and planning dietaries for the family.

Prerequisites: Health 100; Home Economics 206; Chemistry 204 and 205.

Texts: Rose. *Foundation of Nutrition*; *Laboratory Handbook for Dietetics*. One single and two double periods a week.

HOME ADMINISTRATION

105—The Scope of Homemaking. (1). Misses Henderson and Chappell.

The aim of this course is to acquaint the student with breadth of the field of Home Economics and the opportunities open to women therein. It is especially recommended to freshmen undecided as to a major. One single period a week.

301—House Furnishing. (3). Miss Chappell.

Principles of design and color theory applied to the house.

Prerequisite: Home Economics 100. One single and two double periods a week.

307—The House. (3). Miss Henderson.

Selection, placing and care of household equipment, with emphasis on consumer education; the sanitation of the house. One double and two single periods a week.

407—Home Management. (3). Miss Henderson.

A study of the home as a social and economic institution. Three single periods a week.

410—Child Development. (3). Miss Henderson.

The development of the infant and pre-school child, with emphasis on physical, social, emotional, and mental growth. Contact with children is provided through the lower grades in the Training School and in homes as much as possible. Three single periods a week.

Text: Sherbon, *The Child*.

411—Home Nursing. (3). Miss Chappell.

Home hygiene, simple home care of the sick and first aid. It is desirable that physiology precede this course.

Text: Aiken, *Home Nurse's Handbook of Practical Nursing*. Three single periods a week.

HOME ECONOMICS EDUCATION

408—Materials and Methods in the Teaching of Home Economics. (3). Miss Henderson.

The course of study: Lesson planning; textbooks, reference books, tests and measurements, illustrative material.

Text: Williamson and Lyle, *Homemaking Education in the High School*.

Prerequisites: Appropriate courses in textiles, clothing, foods, nutrition and home administration.

Division of Industrial Arts

Mr. Kennedy

100, 101, 102—Bench Woodwork. (3, each quarter).

Fundamentals of hand woodworking, care and use of bench tools and simple finishing. Special emphasis is placed on types of work carried on in the school work shop.

110, 111, 112—Mechanical Drawing. (3, each quarter).

A general course covering the fundamentals of mechanical drawing, including lettering, orthographic projections, working drawings, isometric drawings, cabinet drawings and content.

200, 201, 202—General Shop. (3, each quarter).

Continuation of courses in bench work with manipulative work in cold metal, sheet metal, simple pattern making and elementary electricity. A number of projects of the type suitable for the public school is completed by each student.

220, 221—Industrial Arts for Elementary Teachers. (3, each quarter).

The course consists mainly of operations in simple woodworking, wood finishing, toy making, and a study of materials adaptable to the elementary activity program.

222—Home Mechanics. (3).

A typical course in Home Mechanics. The problems and projects to be selected from the mechanical operations carried on in the maintenance and repair of the average home.

300, 301, 302—Advanced Furniture Construction. (3, each quarter).

This course aims to give instruction in the principles of furniture construction including the fundamental principles underlying structural design.

310, 311, 312—Upholstering. (3, each quarter).

In this course are offered the fundamental operations performed in elementary upholstery along with the study of materials. Special emphasis is placed on the types of work which are carried on in the school work shop.

401—Materials and Methods in Industrial Arts. (3 hours).

This course covers the organization of Industrial Arts courses for seventh and eighth grades and high schools. Such problems as objectives, teaching devices, lesson plans, grading, class management, and methods of effective presentation of subject matter will be covered.

402—Organization of the General Shop. (3).

A study of the organization of the general shop, pupil personnel, equipment planning, teaching aids and demonstrations.

Department of Mathematics

Mr. Locke, Mr. Stout

Students who major in mathematics are required to take thirty-six quarter hours in mathematics, at least twenty-four of which must be chosen from courses numbered 200 or above. Those planning to major in mathematics should consult the head of the department not later than the beginning of their junior year and preferably earlier.

100—Solid Geometry. (4).

Open only to those who do not offer solid geometry for entrance. Lines and planes; polyhedrons; cylinders and cones; the sphere. Prerequisites: One unit in high school algebra and one unit in plane geometry.

101—College Algebra. (3).

Review of the fundamental operations; factoring and fractions; exponents and radicals; functions and graphs; equations and systems of equations both linear and quadratic. Prerequisite: At least one unit in high school algebra. Students beginning college mathematics should in general make this their first course.

101a—College Algebra. (3).

Continuation of 101. Progressions; binominal theorem; complex numbers; logarithms; determinants; permutations and combinations, theory of equations. Prerequisite: Mathematics 101 or two units in high school algebra.

102—Trigonometry. (3).

Definitions and analysis of trigonometric functions; identities; solutions of right and oblique triangles; inverse functions, trigonometric equations. Prerequisite: Mathematics 101 or its equivalent and preferably Mathematics 101a.

110—The Teaching of Arithmetic. (3).

A philosophy for the teaching of arithmetic in the elementary grades; objectives; historical development; fundamental guides in teaching the chief units; diagnostic and remedial work; observations; lesson plans.

200—Plane analytic Geometry. (3).

Cartesian coordinates; relation of curve and equation; the straight line; the circle; introduction to conics. Prerequisites: Mathematics 101a and 102 or their equivalent.

201—Plane Analytic Geometry. (3).

Continuation of 200. The conics continued; transformations of coordinates; tangents; polar coordinates; parametric equations. Prerequisite: Mathematics 200 or its equivalent.

202—Solid Analytic Geometry. (3).

Cartesian coordinates in space; the plane; the straight line; quadric surfaces. Prerequisites: Mathematics 200 or 201 or their equivalent.

300—Differential Calculus. (3).

Introduction to limits; fundamental differentiations; maxima and minima; applications to geometry; rates. Prerequisites: Mathematics 200 and 201 or their equivalent and preferably 202.

301—Calculus. (3).

Continuation of 300. Partial Derivatives; law of the mean; indeterminate forms; infinite series; differentials; forms of integration. Prerequisite: Mathematics 300.

302—Integral Calculus. (3).

Continuation of 301. Form of integration continued; the definite integral; successive integration; applications of integration. Prerequisites: Mathematics 300 and 301.

400—Differential Equations. (3).

Formation of differential equations; equations of the first order; applications; singular solutions; total differential equations; linear equations with constant coefficients. Prerequisites: Mathematics 300, 301 and 302 or their equivalent.

400a—Differential Equations. (3).

Continuation of 400. Linear differential equations of second order; equations of higher order; systems of simultaneous equations; integration in series; partial differential equations. Prerequisite: Mathematics 400.

410—Materials and Methods in High School Mathematics. (3).

(For students majoring in mathematics).

A philosophy of mathematics for the high school; aims and objectives; basic concepts underlying the different units; historical development; fundamental guides in teaching the various units; history of the teaching of mathematics in high school; observations; lesson plans. Prerequisites: Twenty-seven hours in mathematics.

Division of Music**Mr. Austin**

All students working for credit in Music 180, 181, 182, 220, 221, 222, 330, 331, 332, and 350, 351, 352 are required to participate in all public performances of these groups.

110—Foundation Work in Music. (2).

Singing easy songs, rudiments, sight reading, ear training. Three hours per week. Prescribed in Curriculum C.

111—Singing-Reading. (2).

Development of tonal vocabulary, chromatics, major and minor scales, intervals, sight reading. Three hours per week. Prescribed in Curriculum C.

112—Sight Singing and Theory. (2).

Song singing, three and four parts, interval and chord study, dictation work, sight reading exercises. Three hours per week. Prescribed in Curriculum C.

150, 151, 152—Piano. Intermediate. Individual lessons. (2). Special fees.
160, 161, 162—Violin or Other Orchestral Instruments. Individual lessons. (2). Special fees.

180, 181, 182—Class Instruction. Band and Orchestra Instruments. (2).

Group method of study and teaching of band and orchestral instruments. Prerequisite: Music III or its equivalent. Fee, 75 cents to \$1.50 per quarter. One lecture and one double period per week.

200, 201, 202—Elementary Harmony. (3).

Fall, winter, and spring quarters. Scales, intervals, chords, triads, sevenths and ninths with their inversions, dictation and ear training work, harmonizing given melodies and bases, keyboard work. Prerequisite: 112 or its equivalent.

Text: Approach to Harmony—MacConathy.

210, 211, 212—Class Instructions—Band and Orchestra Instruments. (1).

One double period a week. Fee, same as 180, 181, 182.

220, 221, 222—College Chorus and Glee Club. (1).

Fall, winter, and spring quarters. Choruses and part songs from the standard light and grand operas. Two hours per week. Fee, 75 cents.
330, 331, 332—Advanced Band and Orchestra. (2).

Class instruction. Standard overtures, suites and symphonies are studied. Prerequisite: Music 182 or equivalent. Fee, 75 cents to \$1.50 per quarter. One lecture and one double period per week.

350, 351, 352—Ensemble Singing. (2).

Mixed voices, sacred and secular music, a cappella singing. Cantatas, operettas, oratorios, operas and biographies of their composers studied. Song repertoire for choral clubs. Public performances. Fee, 75 cents every quarter. One lecture and one double period per week.

400—History of Music. (3).

The different periods or epochs in the development of music are studied. The laboratory plan is followed. Much music representative of the various epochs is heard through the Orthophonic. Fall quarter. Three periods per week.

401—Biography of Composers.

The great classic, romantic, and modern composers, together with their compositions, are studied. Much of their music is heard through the Orthophonic. Winter quarter. Three periods a week.

402—Music Appreciation. (3).

A course for any who are interested in the aesthetic value of music; also its correlation with literature. Spring quarter. Three periods a week.

408—Materials and Methods in Music. (3).

Department of Physical Science**Mr. Hayden, Mr. Lane, Mr. Snyder****CHEMISTRY**

100, 101, 102—General Chemistry. (4, each quarter).

Text: Deming General Chemistry. A course open to all freshmen. Two sections, one for those who have had high school chemistry and one for those who have not had high school chemistry. Those who have not had high school chemistry attend three lectures a week. The credit is the same for both sections. These courses include a survey of the fundamental laws and principles of chemistry with their integration with other sciences. The last two months' laboratory in chemistry 102 is elementary qualitative analysis. Two or three lectures and two laboratory periods a week.

105, 106—Applied Chemistry. (2, each quarter).

Text: Beery, Chemistry Applied to Home and Community. These courses are offered in fall and spring quarters if there is sufficient demand. Open to students who have had a year in high school chemistry or two quarters of college chemistry. Can not be used as a prerequisite for qualitative analysis or organic chemistry. Two lectures a week.

200, 201, 202—Qualitative Analysis. (4, each quarter).

Text: Hogness & Johnson. Qualitative analysis. A comprehensive study of metal ions, alloys, ores, and minerals. Technique given from the micro-analysis standpoint. Prerequisites: General chemistry, and a working knowledge of logarithms. Two lectures and two laboratory periods a week.

204, 205—Organic Chemistry. (4, each quarter).

Text: Lowy and Harrow, Introduction to Organic Chemistry. A brief course offered especially for home economics students. Special reference to foods and nutrition and textiles. Three lectures and one laboratory period a week. Prerequisites: Chemistry 100, 101, 102.

300, 301, 302—Organic Chemistry. (4, each quarter).

Text: Conant. The Chemistry of Organic Compounds. A more comprehensive course than 204 and 205. Lectures are devoted to the more important classes of organic compounds and their relationships. Prerequisites: Chemistry 100, 101, 102. Two lectures and two laboratory periods a week.

310, 311, 312—Physical Chemistry. (4, each quarter).

Text: Millard, Physical Chemistry for Colleges. Theory and laws with many problems to illustrate them. Prerequisites: College Algebra. A knowledge of Calculus is desirable. Two lectures and two laboratory periods a week. Offered every other year.

400, 401, 402—Quantitative Analysis. (4, each quarter).

Text: Pierce and Haenisch: Quantitative Analysis. A course in volumetric and gravimetric analysis. Calibration of apparatus and weights first taken up. A thorough drill in solubility product principle, oxidation, and reduction reactions. Prerequisites: College algebra and

qualitative analysis. Two lectures and two laboratory periods a week. Offered every other year.

403—Materials and Methods. (3, each quarter).

Text: Preston, *The High School Science Teacher and His Work*. This course is a study of trends in general science teaching and chemistry teaching. It is offered especially for those who expect to teach these subjects. Prerequisite: A major in physical science. Three lectures a week.

PHYSICS

100a, 101a, 102a—Introductory Physics. (3, each quarter).

A course adapted for students who do not wish to major in science, but desire a general knowledge of the subject. No laboratory work is required but the laws and principles are fully illustrated by demonstration and experiments.

Two lectures and one demonstration period a week.

Note: Introductory Physics will not be counted towards a teaching certificate in physics.

100—Mechanics. (4).

Two lectures and two laboratory periods a week.

A thorough first year college course in physics. The fundamental laws are stressed by application in experiments and numerous problems. Prerequisite: Trigonometry.

101—Heat and Light. (4).

Continuation of 100.

102—Sound, Magnetism and Electricity. (4).

Continuation of 101.

200—Advanced Mechanics. (4).

This course consists of lectures on the fundamental principles of statics, kinematics and dynamics. Throughout the sequence of 200 courses considerable modern work is discussed. Prerequisite: Physics 100; a knowledge of calculus is desirable. Two lectures and two laboratory periods per week. Offered in alternate years.

201—Advanced Heat and Light. (4).

Continuation of 200.

202—Advanced Sound, Magnetism and Electricity. (4).

Continuation of 201.

Department of Social Science

**Mr. Scates, Mr. Johnson, Miss Robertson, Mr. Parks,
Mr. Humphreys, Mr. Snyder**

HISTORY

101, 102, 103—(3 credit hours each quarter).

A survey of European History from the Augustan age to contemporary times. The work of the first quarter (101) covers the period of European History from the first two centuries of the Christian Era to about the year 1500, and culminates with the Age of the Renaissance.

The second quarter's work (102) makes a study of the states of Europe from the dawn of modern times, about 1450, through the French Revolution and the Congress of Vienna, 1815.

In the work of the third quarter (103) a study is made of the states of Europe from the Era of Metternich to modern times and the rise of dictatorships.

200—Foundation of American Nationality. (3).

Text: Harlow, Growth of the United States. This course with 201 and 202, constitutes a survey of the whole field of American history. This particular course covers the colonial and formative periods to 1800.

201—Development of American Nationality. (3).

Text: Harlow, Growth of the United States. From 1800 to the end of the Reconstruction Era.

202—United States History Since Reconstruction. (3).

Text: Harlow, Growth of the United States. Subsequent history of the United States to the present.

213—Political Parties. (3).

A study of the origin, development, and methods of political parties in the state and nation.

301—The French Revolution and the Napoleonic Era. (3).

The old regime and the background and causes of the French Revolution. The revolution, the rise of Napoleon, the fall of the first French Empire, and the work of the Congress of Vienna.

302—European History, 1815-1912. (3).

From the Congress of Vienna to the Balkan Wars. The overthrow of the system of Metternich; France to the Third Republic; the unification of Italy and Germany; democracy in England; Russia; the emergence of the Balkan nations. A careful survey also of the scientific, social and economical factors in European development.

303—Recent European History. (3).

The expansion of Europe in Asia and in Africa; Imperialism and the near eastern question as the background of the World War; the alliances and the diplomatic background of the World War; the World War; the conference of Paris; the Russian Revolution of 1917; international conditions after the World War.

315—The World War and After. (3).

A study of the fundamental causes of the World War, the peace treaties, the League of Nations, and problems of post-war Europe.

400—The Constitutional Period of American History. (3).

Prerequisites: History 200, 201 and 202.

Text: Farrand, the Framing of the Constitution. An intensive study of the forces, persons, and ideals that entered into the drafting and ratification of the Constitution. Source materials, lectures, reports, and discussions. Open to juniors and seniors.

402—Materials and Methods in High School History. (3).

This course will deal with the aims, choice of materials, organization and methods in high school and junior high school instruction in history and social science.

403—Tennessee History. (3).

A library course affording an intensive study of Tennessee history. The course will center around men and movements important in national and sectional as well as in local history.

410—The Teaching of History in the Elementary Grades. (3).

Text: Kelty, Teaching American History in the Middle Grades of the Elementary School. The Tennessee Course of Study in the social sciences will be examined carefully and the textbooks used will be organized for teaching purposes. Exhaustive material for oral presentation will be prepared.

415—The History of the Foreign Policy of the United States to 1865. (3).

Prerequisites: History 200, 201, and 202.

A rather intensive study of the diplomatic history of America. Open to juniors and seniors.

416—The History of the Foreign Policy of the United States Since 1865. (3).

Continuation of 415.

420—Great Americans.

A library and lecture course. Each student makes an exhaustive, critical study of some outstanding American and makes a full report to the class. The student must defend his paper in detail before the class. The course is intended to give an intensive review of the whole field of American history from the biographical standpoint. Open to juniors and seniors.

425—Origins of the World War. (3).

An investigation into the causes of and the responsibility for the World War.

430—History of the Old South. (3).

A study of the history and institutions of the South before the Civil War.

GEOGRAPHY

110, 111, 112—Introductory Geography. (3).

A descriptive and analytical survey of man's occupancy and use of the earth. Leading activities of man and basic interrelations between man and his natural environment treated in terms of the characteristics and distribution of the various types of areal occupancy and the principal elements of the natural environment.

These three courses constitute a one-year sequence in introductory geography, both for students interested in a general view of the field and for those desiring a working foundation in the science. Lectures supplemented by field trips, laboratory assignments, and lantern slides.

210—Physiography. (4).

Prerequisite: One year of college geography.

A course of practical value to teachers of geography and other related sciences, consisting of a study of the land forms, their changes, and their influence on man.

Topics for study: Physiographic regions of the United States; relief features of the earth; changes of the earth's surface due to internal and external forces; life in mountains and plains; coast lines and harbors; materials of the earth and their influence on the distribution of population.

211—Climate and Man. (4).

Prerequisite: One year of college geography.

A course dealing with climate and climate factors and the influence of each on man.

Topics for study: Nature and composition of the atmosphere; temperature and temperature belts; high and low pressure belts; world winds and their causes; amount, distribution, and causes of rainfall; weather forecasting; life in the different heat zones and the density of population in each; effects of same on vegetables; waves, currents and tides.

215—South America. (3).

Prerequisite: One year of college geography.

A study of the economic regions of the continent with special emphasis on Argentina, Brazil, and Chile. Trade relations will also be stressed.

Topics for study: Historical background and discovery; natural geographic regions; climatic conditions; development of the people; economic products by political divisions.

310—Tennessee. (3).

Prerequisites: Geography 210 and 211 or equivalents.

A classification of Tennessee into human-use regions by statistical method, and a descriptive and explanatory survey of land utilization in each region.

311—Anglo America. (3).

Prerequisite: Geography 210 and 211 or equivalents.

A study of the leading activities in each of the major geographic regions of the continent, covered from the point of view of the natural environmental complex. Interrelations among regions will be stressed.

312—Historical Geography of the United States. (3).

Prerequisite: Geography 210 or 211 or equivalents.

A study dealing with the geographic conditions which have influenced the course of American history.

Topics for study: European background of American history; geographic influences in the discovery, exploration, and settlement; the expansion of the American people across the continent, in the Pacific,

and in the Gulf and Caribbean region; geographic influences of coast lines and inland waterways; influence of geography in the Civil War; geographic laws and their influence on cities and American destiny.

314—Materials and Methods in Geography. (4).

Prerequisite: Two years of college geography.

A course dealing with the teaching of geography in the grammar grades.

Emphasis will be placed on special methods of selecting, grading, organizing, and presenting geographic material for effective use in the grammar grades. This course is required of all students majoring in the department.

315—Conservation of Natural Resources. (3).

Current problems dealing with the conservation of soils, minerals, forests, waters, wild life, and the natural beauty of the earth.

316—The South. (3).

Prerequisite: Geography 210 and 211 or equivalents.

A study of the geographic-economic aspects of the South with special emphasis on the relation of the various cultural phenomena to the complex of the natural environment.

Topics for study: The population pattern, transportation facilities, agriculture, basic raw materials, power resources, manufacturing, and urbanization in the South.

410—Western Europe. (3).

Prerequisite: Geography 210 and 211 or equivalents.

A course dealing with the relationships between the people of a particular region and their natural environment; the interrelations among unit areas; and the geographic aspects of European participation in world affairs.

Topics for study: A brief survey of the continent, England; north-eastern metallurgical area, northwest industrial area, Sheffield and Birmingham areas, the woolen and cotton districts, agricultural England, greater London. The central valley of Scotland, southern Wales, and Ireland. France; Paris and the Paris Basin, the Vosges, Alsace-Lorraine, the Rhone-Saone valley, the Mediterranean region, the basin of Aquitaine, the central plateau, and the Armorican peninsula.

411—Central and Eastern Europe. (3).

This course is a continuation of Geography 410.

Topics for study: Belgium, Holland, Denmark, Scandinavia, and Finland. Germany: North German plain, central highlands, middle Rhine plain, Main and Neckar area, Black Forest, and Bavaria, Russia, new Baltic states, Poland, Rumania, Carpathian lands, middle Danube plain, the Alpine region. The Balkan, Italian, and Iberian peninsulas.

412—Asia. (3).

Prerequisite: Geography 210 and 211 or equivalents.

A rather detailed study of the geographic regions of India, China, and Japan, and a brief survey of the other regions of the continent.

Emphasis will be placed on the cultural and natural features which in association characterize each region, comparison of regions and the utilization of land and resources of each, and personal achievement in regional technique.

415—Field Work and Cartography. (3).

Prerequisites: Geography 210 and 211 or equivalents.

A course dealing with the observation, recognition, representation, and analysis of geographic phenomena both cultural and natural. This course is required of all students majoring in the department.

SOCIAL SCIENCES

210—American Government and Politics. (4).

Text: Beard, American Government and Politics.

This course seeks to give a broad understanding and appreciation of the problems, mechanics and practices of American Democracy, national and local. Prerequisites: History 200, 201 and 202.

211—State and Local Government. (3).

213—Political Parties. (3).

305—Sociology. (4).

Text: Gillen, Social Problems.

A course in the principles of sociology and American social problems. The home as the fundamental unit of society; the problems of the modern family; immigration, the Negro, dependency, city, rural and other problems will be studied.

306 a, b—Economics. (8).

Text: Ely, Outlines of Economics.

This course deals with the laws and principles of economics; the factors in production and distribution, value and price, money and credit, exchange, tariff and the influence of monopoly.

350—Governments of Europe: The Democracies. (3).

A study of the structure and functioning of the major European democracies—Great Britain and France.

351—Governments of Europe: The Dictatorships. (3).

A study of government in the totalitarian states—Russia, Italy, and Germany.

352—International Organization. (3).

A survey of the development of international cooperation and machinery for the prevention of war.

HONOR ROLLS FOR THE SPRING QUARTER, 1938, AND THE FALL AND WINTER QUARTERS, 1938-39

SPRING QUARTER 1938

Mosely, Norma Jean	Park, Mary D.
St. Clair, Annabell	Scruggs, Marion
Harris, Blanche	Sechler, Marie
Harris, Virginia	Sullivan, Sarah Rose
Paseur, John	Torti, Alice
Fowler, Noble	Knight, Mary Emma
Hopper, Imogene	Emery, James
Morris, Jane Ware	Nevill, Emma T.
Chick, Juliet	Rogers, Mary
Pearce, Fredna	Thomas, Elizabeth
Thompson, Mildred	Wilson, Clyde
Farrar, Mary Evelyn	Brown, Joyce
Hindman, Robert	Fly, Mary Louise
Meisel, Jacob	Griffin, Frances
Mills, Ethel	Howard, Abbie
Page, Dorothy	McMinn, John
Vineyard, Lina	Moreland, Lois
Crawford, Verble	Sisco, Nona
Gulledge, Ernestine	Schwam, James
Morris, Dezzie May	Slinkard, Mary Altis
Neel, Spurgeon	Whitsitt, Julie

Names appear in order of rank in honor points and alphabetically in case of a tie.

HONOR ROLL**FALL QUARTER, 1938-39**

Bomer, Lurene	Gates, Virginia Ann
Mayo, George Douglas	Hopper, Edith Imogene
Torti, Alice	Paseur, John Lark
Mosely, Norma Jean	Slinkard, Mary Altis
Neel, Spurgeon	Thorn, Jane
Curlin, Dorothy Lee	Wilson, Clyde William
Ditto, Steve	Smith, William Donald
Harris, Virginia	Bradley, Don M.
Haynie, William Shirley	Carr, Gene Allen
St. Clair, Annabell	Dick, Ethel Ladore
Lanier, William Franklin	Griffin, Frances
Pearce, Fredna	Haynie, Mrs. Lowrey
Bolton, Mary Adelaide	Moreland, Lois Allen
Roane, Elma	Mullins, Thomas P.
Ferris, Mrs. Nell	Paseur, Estelle
Fischer, Ruth Louise	Roper, Eugene Albert
Fleming, Eleanor	Distretti, Theresa
Jones, Martha Louise	Elliott, Eileen
Kenney, Opal Stafford	Freeman, Gibson Solon
Lambert, Raymond Linewood	Gulledge, Ann Ernestine
Shaffer, Bob Gilbert	Jones, Margaret Eleanor
Shaffer, Jack Graves	Morris, Dezzie Mae
Vineyard, Lina Louise	Mullins, Elizabeth
Wolf, Dorothy Pearl	Thomas, Julia Elizabeth
Farrar, Mary Evelyn	York, Rosemary Tyler

WINTER 1938-39

Collinsworth, Karah	Jones, Martha Louise
Curlin, Dorothy Lee	Laine, Frank Anthony
Morris, Dezzie Mae	McBride, Claude Highams
Lambert, Raymond Linwood	Paseur, John Lark
Moseley, Norma Jean	Fly, Mary Louise
Wilson, Clyde Williams	Lanier, William Franklin
Pearce, Fredna	Numa, Eula Mai
St. Clair, Annabell	Schwam, James Howard
Wolf, Dorothy Pearl	Ashe, Walter Dee
Ditto, Steve	Farrar, Mary Evelyn
Harris, Virginia	Highfill, Barbara Vesta
Jackson, Lenna Lillian	Jehl, Margaret
Mayo, George Douglas	Katz, Hermoise
Slinkard, Mary Altis	Mothershed, Eleanor
Torti, Alice	Reaves, Howard Edison
Distretti, Theresa	Roane, Elma
Fowinkle, Ella Justine	White, Alijah LaFayette
Mullins, Thomas Philip	Dick, Ladore Ethel
Neel, Spurgeon Hart	Fowinkle, Mattie Lucille
Paseur, Evaline Estelle	Griffin, Marie
Bradley, Don M.	Gulledge, Ann Ernestine
Bryan, Vivian	McCullough, James Cleveland
Buchanan, Mrs. Marguerite	Mullins, H. Friel
Ferris, Mrs. Nell Holt	Schectman, Rose Clair

Winner Women's Association Prize, 1938

Margaret Brooks

GRADUATES, JUNE, 1938

Adams, Martha Chester	Lessenberry, Hugh
Akers, Charles	Lineberry, William Marion, Jr.
Anderson, Robert Cortez	Littlejohn, Dorothy Josephine
Aron, Hilda	Lovejoy, George Shannon
Baer, Isadore Ben	Mabry, Raymond Ernest
Bass, David J.	Marvin, Lucile
Boone, Alice Ethelene	McClure, Herschel B.
Brooks, Margaret Elizabeth	McNeely, Geraldine
Butler, George McLaurine	McProud, Carl E.
Carter, Julia Mary	Meisel, Jacob
Cash, Wilbur Franklin	Moore, Dorothy
Cashdollar, Margaret	Morris, Marietta Leeth
Chick, Juliet R.	Nelson, William Avery
Christian, Margarita	Oliver, Robert Kossuth
Cierley, Morris Berdyne	Polsgrove, Lon Harold
Costello, Doris Gertrude	Pratt, Marion Ruth
Crenshaw, Lillian Wood	Schleicher, Vivien Morgan
Evans, Walter Dudley, Jr.	Scroggin, Elizabeth B.
Fereday, Mary Elouise	Seay, Mildred S. (Mrs.)
Gerbis, Aleida	Shearer, Margaret Emma
Goff, Ione Vivian	Smith, Emily Ellen
Graham, James O.	Smith, Melba Louess
Gray, George Lester	Smith, Theodore Carroll, Jr.
Hopper, Naomi Ramelle	Stanton, Julia Amelia
Howard, Mary Eunice	Stinson, Almeda
Hughes, Carlie	Thomas, Helen Louise
Hughes, Mary Cleo	Todd, Mabel D. (Mrs.)
Jackson, Edward Seigor	Turner, Haiden
James, Elizabeth	Vineyard, Sarah Elise
Johnson, Evelyn Marianna	Webb, James L.
Knight, Mary Emma	Western, Mattyle Bowe (Mrs.)
Lafferty, Lela	Whitlow, Glenn H.
Latham, William Frank	Wilson, Lillian Lavelle
Latta, Fannie Joe	York, Jerome Bailey

GRADUATES, AUGUST, 1938

Armour, Thomas
 Aymett, John McDonald
 Bazemore, Helen Rebecca
 Bishop, Clara Ethel
 Branch, Lila
 Brantley, Naomi
 Brigance, Mary Frances
 Browning, Willie Ernest
 Chambers, Sam Martin
 Clark, Evelyn Elizabeth
 Collins, Claire D.
 Cooper, Mary Ann
 Davidson, Helen
 Distretti, Olga
 Duncan, Mary Catherine
 Farmer, Henry Hugh
 Fleet, Thomas Cecil, Jr.
 Griffin, Annie Shore
 Griffin, Ruth Nadine
 Hays, Alice Salmons
 Hill, Charles, S., Jr.
 Hobbs, Sara Gertrude
 Hobbs, Thelma Frances
 Holland, Mary McGee

Hurt, Louise
 James, Ina Pauline
 Jefferies, Helen Louise
 Johnson, Louis Nelms
 Jones, Elizabeth Anne
 Leath, Mary
 Marshall, Mary Ethel
 McCraw, Lockie Marie
 McDowell, Beulah
 McNeely, Claude
 McQuiston, Sarah Catherine
 Medlock, John Marion, Jr.
 Mills, Ethel Deane
 Monahan, Clementine
 Moore, Ruth Simmons
 Pierce, Dorothy Estelle
 Prichard, Jack B., Jr.
 Sigman, Virginia Lee
 Sisco, Nona Katherine
 Welch, Martha Ann
 Witt, Mary
 Wooten, Mrs. Walter
 Wright, Joseph Edward
 Young, Addie Carolyn

SUMMARY OF ENROLLMENT**COLLEGE**

Enrollment, Summer Quarter, 1938.....	535
Enrollment, Fall, Winter and Spring Quarters, 1938-39.....	1,003
Total Enrollment	1,538
Counted twice	143
Net Enrollment, College.....	1,395

TRAINING SCHOOL

Enrollment 1938-39	557
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